

## **CHAPTER FOUR**

### **LITERATURE REVIEW**

#### **4.1 INTRODUCTION**

Many third world countries embarked on vigorous language planning policies immediately after attaining their independence in the 1950s and 1960s. These policies mainly involved changing the medium of instruction in schools and universities from the foreign medium to the native language. This scenario similarly applies to the Arabic-speaking countries, including Sudan, which experienced the inevitable upsurge of national pride in their language and culture. In the past 40 years the medium of instruction in these countries, slowly but surely, became Arabic.

The concentration on implementing the national language policy as a medium in education always jeopardizes the planning for the role of English language at tertiary levels. Different universities adopt different types of English programs, some come as a result of research projects, while others emerged as ad hoc programs developed to address an assumed role for English in the institution. Research shows that most universities opted for English reading programs that attempt to link the English teaching to the content courses. The rationale for that is to help students access written information on subject content written in English.

Sometimes these language programs undergo evaluation to assess and evaluate the usefulness and developments in these programs. Some program evaluators use

quantitative data that is gathered through tests and experiments that use control groups and qualitative data that is collected through observations, interviews, questionnaires and others. Some evaluators look at the outcomes of these programs while others look at the processes that produced these outcomes. Evaluations that focused on the outcome and conducted at the end of programs are called summative, while the ones that look at the processes and conducted during the progress of the programs are called formative.

This chapter reviews some published literature on issues related to this study. The first part focuses on literature related to the implementation of Arabicization Policy in secondary schools in Sudan, and the effect of that on the standards of English at the tertiary level. Some other research studies discussed the attitude of students and teachers towards using English versus Arabic as mediums of instruction in Arab universities, while others attended to how English programs in Arab universities responded to the challenge of Arabicisation. The following part of the literature focused on how non-Arab universities dealt with the question of English after changing the language of instruction to their national language.

A third part of the literature discussed studies and articles on language course design with special reference to the use of content-based approach. This approach is particularly important as this is the most suitable one in the case of University of Khartoum where students need English to access information in written resources. This part is closely followed literature on the place of reading in University of Khartoum English language programs. This is also important since the other skills are no longer directly relevant to students of the University. The chapter concluded with a significant part on course evaluation, which is the essence of this research. Program evaluation is an important stage in course development. The discussion here focuses on the outcome of the most recent research on evaluation.

## 4.2 THE HISTORY OF ARABICIZATION IN SUDANESE SECONDARY SCHOOLS

Sandell (1982) is considered an authority on the history and politics of English in Sudan. First, she provides an introduction to education in Sudan, which traces back the roots of the introduction of Arabic as a language in Sudan in the 7<sup>th</sup> century, through the Turkish rule in the 19<sup>th</sup> Century. This period was characterized by the lack of deliberate planning for the role of Arabic or indigenous, vernacular languages. Then she offers information on the first contacts to formal English language teaching in Northern Sudan during the Anglo-Egyptian Condominium rule, which started in 1899. This period witnessed the British influence on Sudan's educational system, which lasted until today. By introducing a modern educational system, through the medium of English, the British hoped to produce government servants who could help them run the administration of the predominantly Arabic-speaking country. Regarding the education and language policies in Southern Sudan before Independence, Sandell (1982) explains how education in the South was left to the Christian Missionaries for the entire period of the British rule to Sudan, which ended in 1956. It has been indicated that there was a deliberate policy to abolish the existence of Arabic language in Sudan through the teaching through the medium of vernacular languages and through the introduction of English as an alternative language. She also discusses the conflict and peace in the South and the implication of that on language and education in that region. She stresses the fact that the linguistic difference between the North and the South were at the center of the bloody conflicts that have been dividing the country from before independence until today. The mostly African non-Arabic speaking tribes of the South feel that the Arabic North wants to dominate them. Their fears were realized by the Arabicization policy in secondary schools in the 1960s. As for the period that followed the Independence and the kind of changing policies towards English Language in the North,

Sandell shows how the English medium education in the North was going from bad to worse. She mentioned that this educational system did not live up to British expectations, as the standards of students continued to decline through the years. She cited Nasr Alhaj Ali, who was educated under this system and later became Vice-Chancellor of the University of Khartoum, commenting in 1954 on the situation and attributed this poor achievement to the language of instruction which was English. He was quoted saying:

“Leaving national sentiments aside, English as a medium of instruction has obviously many advantages, but in spite of this, the position of English in the educational system is proving a real strain on the part of the pupils and a handicap in the assimilation and expression. This is apt to remain the position until the University of Khartoum is able to give its own degree and thus make it possible for many of its Departments and Schools to conduct their training and research in Arabic.” (pg. 92)

This view was shared by an International Commission, which was set up to evaluate the educational system of Sudan on the eve of its independence. The Commission's Report considered the problem of falling standards and related it to the examination results. It noted that the percentage of students who passed their English examination for the Cambridge School Certificate Examination in 1946 was 72% compared to only 50% in 1953 the year before the Commission conducted its study. As a solution to the problem the Report recommended that Arabic should be used as a medium of instruction instead of English.

Sandell (1982) reported some reasons suggested by the Commission's Report to justify why different administrations in Sudan had retained English as a medium in secondary schools, they include:

1. English was the official language of Sudan's government after the Anglo-Egyptian Conquest of the country.
2. Most secondary schools teachers were native speakers of English.
3. Education in general, and secondary education in particular, was conceived at the outset as a means of preparing minor employees in government offices, and, later as a gateway to the University. (pg. 93)

It can be seen from Ali's statement and the Commission's Report above that the motive for questioning the use of English as a medium of instruction in the country was triggered by purely pedagogical considerations at the beginning. However, although these worries were raised very early in the country's independence no political decision was taken to tackle this situation. This indecisiveness allowed the nationalistic and ideological movements to adopt the idea and push towards its adoption without enough preparation.

Sandell (1982) also discusses the problems and developments of present-day English Language Teaching in the North. She explains how it took the country 10 years after the Commission's Report to see Arabic used as a medium of instruction at secondary school level in the academic year 1966/67. Hawkes (1969) who is cited in Sandwell (1982:94) explained the reasons for such a delay. Among other factors, he said that many influential educators and other senior officials were against such a move, partly because of the lack of textbooks in Arabic, but mostly because of deep-seated doubts about such a radical change from the established, British education they themselves had had.

Before this Arabicization policy could be stabilized in the secondary schools it came under very severe attack from Hureiz (1968), who was a noted researcher. He was quoted in Sandell (1982:96) as saying:

“This Arabicization policy can be criticized from various points. To begin with, it starts as an answer to the national feelings and enthusiasm immediately after the October (1964) Revolution. This is why it was mainly a political and national issue rather than educational or linguistic. This enthusiasm led to the hurried and uncalculated decision. It is also clear that the Ministry of Education did not have a hand in the implementation of this policy at the beginning. In fact the Arabicization policy was laid down by the Teachers’ Association and the Ministry had to accept it... thus this Arabicization policy was implemented hurriedly and under pressure and as a result of this it lacked elaborate planning”

If we were to compare Hureiz’s argument with Ali’s comments and the Commission’s Report mentioned earlier, it would be very clear that Hureiz’s criticism is weak. The policy was there even before the 1964 Revolution. The Teachers’ Association might have pushed for the implementation and not the drawing up of the policy. However, one may agree with the above criticism in that there was a rush to implement the policy from the time it was started to the time of its realization. This is mainly because there was no timetable set with regard to the start and finish of the policy when the Commission first proposed it.

Sandell discussed the outcome of the English Language Conference which was held in 1996. She explained that in January 1966 a conference on “English in Sudan” was held at the Extra-Mural Studies, University of Khartoum. The papers presented in that Conference discussed a wide range of topics including the role of the English Language on the eve of the switch to Arabic in the secondary schools. It was agreed that the position of English in the country should be changed from that of a second language to a foreign language.

During this conference the position of English in universities was discussed and suggestions for Arabicised university courses emerged. Omer Siddiiq, one of the presenters, was cited in Sandell (1982:97) saying:

“Technically there should, of course, be no fear that University lecturers may not be understood since all scientific thought is highly Latinized anyway, and little English is involved. As for the Humanities, a Translation Bureau could be set up to bring foreign references within reach of the country... furthermore, let us hope that within a decade the University itself may make Arabic its medium of instruction.”

It is not understood how the above quotation distinguishes between Latinized thought and the medium through which it is delivered. The Latin words which come into English are, by all means, considered as English words and his argument makes little sense when he says, “little English was involved.”

Another presenter, Osman Hassan Ahmed, complained about the undefined aim of teaching English after independence in schools even before Arabicization. He is quoted in Sandell (1982:98) saying:

“It seems to me that our aim and objectives in teaching English in secondary schools are not clearly defined, and most of the teachers hardly know what they are driving at, apart from helping boys to pass their exams... with the Arabicization on the way, the problem of the aims and syllabuses have become more acute; for this new movement shoulders teachers of English with great difficulties and responsibilities which they must face. It also makes it necessary to redefine our aim and draw up our syllabuses in a way that satisfies needs of the students as well as helping them to achieve our own aims. Provided that these two problems were reconsidered it would be necessary to reexamine our text books in use.”

the conclusion, Sandell (1982) discussed the current British Policies towards the English in Sudan. She pointed to the role that the British Council has been playing to

promote the teaching of English in Sudan. Such support was through the provision of scholarships, teacher training, hiring of British Professors in Sudanese Universities and the establishment of Language units such as Sudan English Language Teaching Institute (SELTi) and the English Language Servicing Unit (ELSU) at the University of Khartoum. In addition to the library and courses which are run directly by the British Council.

The change of medium of instruction in schools as mentioned earlier by Sandell (1982) triggered some research on the standards of English, the attitude towards English and Arabic and the effect of Arabicization of schools on the standard and future of English teaching in Higher Education.

El-Fadil (1975) conducted one of the earliest studies on the type of problems that emerged post Arabicization in secondary schools. His aim was to discover the attitude of teachers and pupils in Northern Secondary Schools towards learning English. He recorded that more than 70% of the pupils spoke about how eager they were at the beginning to learn English! Unfortunately, the teaching they received subsequently dampened this eagerness. It was also reported that students were disappointed with the way teachers were teaching them as they failed to sustain their students' interest in the subject.

El-Fadil (1975) concluded that there was strong evidence to suggest that whereas pupils are very interested in the English language, they are much less so in the English lesson. From his own observation of Sudanese teachers in his classroom, he concluded that their proficiency in English was quite adequate, but their professional abilities as teachers were not.



What is perhaps surprising about El-Fadil's findings is his analysis of the pupil's attitudes towards Arabicization. He found that only 8% of science pupils preferred to read Arabic translations of English book. Although one of the premises for changing the medium of instruction was that it is easier for pupils to understand scientific concepts in their native language, most of the pupils did not share this view. In fact, according to al-EL-Fadil, the pupils were against the change of the medium of instruction to Arabic in principle.

Some of El-Fadil's subjects raised a valid point, that since they have to pursue their studies through the medium of English when they proceed to the university, it is much wiser to prepare for this by changing back to English. Many pupils thought that Arabicization has resulted in a deterioration of the education they had received.

From the above finding it could be induced that these great attachment to English as a medium at the beginning. Students' attitude was more positive towards English, to the extent that they considered teaching in Arabic as downgrading for their standard of education.

To their disappointment, nobody headed to their negative attitudes, in the contrary, the Arabicization policy started to creep towards universities themselves.

#### **4.3 ARABICIZATION AT SECONDARY SCHOOLS AND ITS EFFECT ON STANDARDS OF ENGLISH AT TERTIARY LEVEL IN SUDAN**

The introduction of Arabic as a medium of instruction in secondary schools greatly affected the standards of English at Universities in many ways. First, the standard of English fell dramatically in the Sudanese Secondary Certificate Examinations. By 1979 the percentage of the students who passed the English exams was only 21.4% (Sandell 1982). This lead to the decision to lower the passing marks for English to only 30 marks. Macmillan, a professor at the University of Khartoum in the sixties, claimed that

the problem of a fall of standards of English at the secondary level was due to the University's own admission Policy. The University's entrance requirements were stated in terms of school certificate 'credits' which permitted the acceptance of students, otherwise qualified, who achieved only a pass in English.

The English language deteriorating situation at the University of Khartoum and other Institutes of Higher Education in Sudan, opened the door wide for research. Douglas (1986) reported a project conducted in 1976/77 at the University of Khartoum. The project was carried out with the purpose of investigating the problems encountered by students coming from vernacular-medium secondary schools to an English-medium University. The project hoped to come out with suggestions on how the University might better meet their needs.

The project, which was named "The Study Habits Research Project", was the direct outcome of a proposal made in 1974 by the Dean of the Students and Mr. John Swales, the then Director of ELSU at the University of Khartoum. In their proposal, they suggested the possibility that such factors as "the lecture system, the weakness in English language and a proven capacity for rote learning all combine to produce a type of students that the university is unhappy with." (pg. 89).

Douglas (1986) focuses on the linguistic part of the project, considering the relationship between Arabic and English language proficiency and academic performance. He thinks that when students enter the university they find that they have to make great adjustments to cope with a new style of academics that was different from what they used to in schools. Douglas claims that "the usual academic style in schools was one that demanded rote learning to a great extent" (pg. 93). Another challenge that faced them was the language problem. He believes that, upon facing the sudden necessity of

achieving success through a foreign language "students applied the well-tried methods of school life such as carefully copied texts, memorization and spotting". (pg. 94)

Douglas (1986) holds the opinion that English language proficiency at the University suffered greatly as a result of the Arabicization of secondary schools. According to him, this language problem lead the students to tolerate great deal of incomprehensibility in lectures and tutorial and encouraged students to develop alternative strategies to pass their exams. He concluded that "the existing language policy in the University was inadequate to meet the realities of linguistic performance among students" (pg. 97). Despite the falling standards of English among students, Douglas (1986) wondered that the academic staff was not in favor of changing the language of instruction to Arabic. They cited reasons such as, the lack of staff who are able to teach in Arabic, the desire to continue intellectual links with academic institutions worldwide and the desire for their graduates to be employed by international firms.

However valid these reasons to maintain English as a medium, Douglas questions the viability of a system which was being "constantly short-circuited by strategies to compensate for a low proficiency in the official medium of instruction" (pg. 97).

One significant finding reported by Douglas (1986) was that a large number of students in all faculties were reading English at what he described as a frustration level, and that "the university level of reading that they might be asked to do would have been difficult for them" (pg. 105).

Although he did not directly recommend Arabicizing the medium of instruction, Douglas felt the need for careful planning accompanied by careful research with regard to the language policy at the University.

Specific Purposes in particular, giving them an equal share of responsibility. He bases his evidence for this on the way in which the deterioration and the gaps mentioned above are treated in the literature. He argues that most researchers judge deterioration by looking at tests and examination results. He warns that, "It is certainly risky to rely upon English language tests by themselves as evidence of the falling standard as there are various factors that can affect the test result." (pg. 15). He believes that, this evidence should not constitute a solid base for effective ELT material design. As an alternative, he suggests that the past knowledge and experience of the learners should be considered as a nucleus for building-up ELT programs in advanced education.

Mohammed then addressed the role of ESP. He stresses that the central area of attraction for such programs is the undergraduate students' immediate language needs when English is the medium of instruction. But with the change of this reality once English lost its role as a medium of instruction, ESP even falls further short in efficiency. Consequently, "the ESP label itself will disappear leaving the scene for a subsidiary label such as English as an Additional Language, English as an International Language, Library Language etc." (pg. 19).

In his recommendations, Mohammed (1991) presented four factors to be considered in designing effective ELT materials. 1) the learner's previous knowledge of English, 2) the undergraduate students needs, 3) the future needs of language and, 4) a strong language link to the field of the subject.

Hadra (1998) agrees partially that the Arabicization in schools affected the standard of English. However, she adds another dimension to the problem by providing two other reasons for the fall of standards of English. She suggests that the many changes in educational policies since independence were responsible for the declined situation of English today. She believes that what was called as the "*Sudanization*" Policy - that is

the change of staff and administration of the country from the British to the Sudanese and the establishment of Arabic as the official language in the State, are the first policies that led to the decline in the level of motivation for learning English. In addition to the considerable reduction in the quantity of exposure to the language outside the school. She claims that, because of the many jobs needed to be filled by local staff, many trained teachers left the teaching profession for more prestigious and better paid jobs in the diplomatic sector and financial institutions. The second policy that affected the level of English, according to Hadra, was the Arabicization Policy of 1965, in which the language of instruction in the Secondary Schools was hurriedly changed from English to Arabic. The Third policy factor that affected the standards of English that was suggested by Hadra was the New Education Ladder of 1970. This system changed the distribution of the years to become (6 years for primary, 3 years for intermediate and 3 years for secondary level) instead of the old (4/4/4) years system. In the old system students used to study English for 8 years in the intermediate and secondary school, while the new system reduced the study of English to 6 years in the two levels combined.

Hadra (1998) identifies three constraints that have impeded the success of English language teaching in Sudan. They are, economical constraints, professional constraints and educational constraints. The economical constraints include, limited budget assigned for education, few numbers of schools which led to crowded classrooms, lack of textbooks and other teaching aids facilities and insufficient number of trained teachers. The professional constraints, on the other hand, include teachers' low level of attainment in English, the recruitment of non-specialized teachers to teach English and the lack of training facilities. The educational constraints involve the English syllabus which was described as archaic. Other constraints include books that were not integrated at either level, as there was lack of grading of structure and vocabulary.

Contents and setting of books were found not to be suitable to Sudanese pupils in term of culture, and was not suitable to pupil's age group, learning activities were not emphasized and lastly the teaching methods were out of date.

Kehir (1986) carried out a study with the purpose of examining and analyzing the Sudanese government's policy on Higher Education during the period from 1970 to 1980. His views on putting the blame on educational policies were supported by that of Hadra (1998). His analysis reveals that the government has enacted several policies with the intention of reforming Higher Education. He described them as mainly politically motivated to serve the changing needs of the government. He suggested that the goals and objectives of the institutions of Higher Education should be stable and clearly defined. He also recommended that the Arabicization policy should be implemented.

Andrews (1984), on the other hand, considers the effect of the then potential Arabicization on the role of service English in Khartoum Polytechnic. He supports the argument that Arabicization has a great effect on the standards of English. He claims that "one inevitable consequence of Arabicization in schools, has been a falling standard of English among school-leavers". (pg. 173). He thinks that, the reduction of students' exposure to English was one reason to suggest that it is inevitable.

Andrews (1984) shares some views with Hadra (1998) with regard to teachers and textbooks. He considers them as factors that contributed to the decline in standards of English. He states that "it is extremely difficult to attract and retain good staff to teach English in schools ...those who are well-qualified tend either to enter other, more prestigious professions or to take up teaching posts in Saudi Arabia or the Gulf States, where the financial reward are so much greater." (pg. 173). Andrews describes teachers' situation by saying that "the typical High School teacher of English in Sudan is, at best, a graduate of a subject other than English, whose degree is not good enough to enable

him to find work in his field of specialization, and whose only qualification for teaching English is that he studied his chosen subject through the medium of English.” (pg. 173).

Andrews (1984) states other factors that affected the standard of English in the Polytechnic, include poor training and payment for teachers, lack of books and resources, the low level of motivation from both students and instructors, and the limited space allotted to English on the timetable .

#### **4.4 ATTITUDE TOWARD ARABIC VERSUS ENGLISH AS A MEDIUM OF INSTRUCTION AT TERTIARY LEVEL**

The research studies reviewed above put the blame to a great extent on Arabicization in schools and hold it responsible for the rapid deterioration of English standards of students upon entering the university. However, many research studies conducted at the same period of time indicated positive attitudes to the use of Arabic as a medium of instruction in Higher Education. They showed that it is to the students academic benefit that English should be replaced by Arabic as a medium. However, most research findings are in support of maintaining strong English programs at the tertiary level. This section reviews some of these studies.

Taha (1990) reported one of the very important studies regarding the Arabicization Policy at the University of Khartoum. His investigations began in 1986, (some time before the implementation of the mass Arabicization Policy in the University in 1991) and were aimed at achieving three goals. First, to address the question of why Arabic is not used as a medium of instruction in the University across all disciplines. Second, to investigate the attitude of both teachers and students in the University towards the policy of Arabicization. And, third to gain some insights into actual language practices in the University's classroom. The faculty of Education was chosen as a site for the

survey. A sample of students and staff members from that faculty was selected randomly and questionnaires were administered.

Taha (1990) finds that there is a general agreement and high positive scores concerning the impact of the use of Arabic as a medium of instruction on the teaching-learning process. It is found that 81% of the teachers surveyed expressed the view that the use of Arabic as a medium of instruction would facilitate access to the curriculum content. A majority of students (73%) also share this view.

With regard to the communication value of Arabic in the class, it was found that the vast majority of the teachers (90%) were in favor of a statement saying that "using Arabic as a medium of instruction would enable the students to express themselves better and participate more fully in the classroom". 78% of the students also felt the same.

In addition to that, it was found that the students' level of achievement also increased with Arabic. 63% of the students agreed that in Arabic-medium instruction, they would expect better results. Teachers equally agreed on that. On the whole, teachers and students responded positively to the pedagogical benefits of Arabic-medium instruction.

One of the areas where there appears to be a significant difference between the teachers and the students and between Arts and Science students, was with regard to the language used for most academic reading. 71% of the teachers claimed to do most of their reading in English. In contrast, only 40% of the students reported the use of English for the same purpose. Further analysis of the students' responses revealed that most of the science students claimed to read in English, whereas most of the Arts group reported the use of Arabic.



With regard to leisure reading, a different pattern emerges. Similar trends were reported by both the teachers and the students. 81% of the teachers as well as 89% of the students reported using Arabic to do most of their leisure reading. 16% of the teachers and 7% of the students reported the use of English.

According to Taha (1990), respondents expressed a positive attitude overall towards the actual policy of Arabicization. 71% of the teachers and 56% of the students expressed their agreement to a statement saying that, "Arabic should be used as a medium of instruction instead of English". 19% of the teachers and 40% of the students disagreed.

A general agreement about the instrumental value of English as an additional language in the context of Arabicisaion was revealed. 84% of the teachers and 76% of the students agreed with the statement that "A good knowledge of English is important for my future work". Only 10% of the teachers and 18% of the students disagreed.

As to the position of the English program in the context of Arabicization, almost all of the teachers (90%) and 67% of the students indicated that the English teaching program should be strengthened, if and when Arabicization Policy is implemented. Such Policy was not seen as incompatible with the development of foreign language teaching, especially English.

The attitude survey shows that most of the respondents were in favor of Arabic in principle, but showed dissatisfaction with the way in which the program was being carried out, though they also showed a positive stand towards English.

Al-Qurashi (1982) conducted a case study of Saudi Arabian education institutions with an objective to elicit specific information on academic and professional background,

participants' awareness and attitude about Arabicization and the problems encountered in this process.

Following are some of the major findings and conclusions of this study.

- 1) The respondents did not dispute the richness and capability of Arabic as a medium of instruction.
- 2) The foreign language was used as medium for some students.
- 3) The use of foreign language as a medium of instruction contributes to the high dropout rate.
- 4) There is a strong need for one or two foreign languages to be taught in the universities.
- 5) The problems that face the Arabicization process should be solved through joint efforts by all Arab countries.
- 6) All respondents strongly favored the use of Arabic as a medium of instruction; and
- 7) All of them agreed that it is very feasible to use the Arabic language in any scientific domain.

Al-Abed Al-Haq (1985) carried an exploratory study of language conflict, language planning and language-user attitudes toward Arabicization in the context of language planning in Jordan. The subjects of the study demonstrated the desire and the commitment of faculty members and students alike to proceed with Arabicization despite their awareness of the problems connected with the lack of reference materials. It was also felt that the teaching of English should be retained , but not in such a way that it distracts from the use of Arabic as a scientific language.

Zahgoul and Taminian (1984) conducted a study that aims at a systematic investigation of Arab students' linguistics attitude and the variable that are affecting these attitudes. The study sample was drawn from the population of students enrolled at the University

of Yarmouk in Jordan. They attempted to find answers to questions such as: How do Arab University students view the use of English versus Arabic as a medium of instruction and what are their attitudes toward English?

The findings of the study show that Arab university students strongly favor the use of Arabic rather than English as a medium of instruction at the university level. 77% of students participated agreed to the statement which states the preference of Arabic, only 14% disagreed and 9% remained neutral. This result was supported by the response to another item when students were asked to indicate if they prefer to study his course in English. For this item, 56.8% of the respondents disagreed with the statement while 25.6% agreed to it.

Zaghoul and Taminian (1984) explained such result by suggesting two facts. First, students find it difficult to grasp subjects in a language alien to them, and second, is that students feel that there is no linguistic justification in prescribing English as a medium of instruction. 90 % of the subjects were found to believe that it is possible to use Arabic exclusively for teaching at the university level. It was also found that there is still a sector of Arab university students who view English in terms of its historical perspective in relation to colonialism, but the majority disagreed with this view.

Most of the students in the study felt that the relatively wide-scale use of English in Arab society especially in education, forms a threat to Arab identity.

59.4% of the respondents view English as more instrumental than Arabic in finding higher-status jobs, while 24% disagreed. As for the utility of English in higher education, 70% of the respondents viewed English as more useful than Arabic in pursuing higher education, while 17% disagreed. This result shows the instrumental nature of motivation for learning English that is stimulated by its utility.

Ayari (1996) concludes that the use of Arabic as a medium of instruction can yield better academic results. He refers to AlKhoury (1991) who conducted an experiment at the American University in Beirut. In that experiment, two groups of students were randomly subjected to two different kinds of treatment: one group was taught a scientific subject in English, while the other was taught in Arabic. Upon evaluation of the two groups, the group that was taught in Arabic significantly outperformed the group that was taught in English. The same experiment was conducted with the same groups, but this time to measure their performances on reading comprehension. Again, the students who read the text in Arabic, significantly outperformed the other group in terms of reading comprehension, suggesting that, on the average, if they are taught in Arabic instead of a second language, such as English or French they would achieve better results.

Yazigy (1994) reported a study carried out in Lebanon with the aim of examining the influence of the learners' native language, which is Arabic, on their attitudes toward English. Her subjects were drawn from the population of two universities in Beirut and questionnaire and proficiency test were used to elicit information from the subjects.

The researcher investigated variables such as ethnocentrism, interest in foreign language, attitudes toward English culture and people and attitudes towards learning English.

Yazigy's results show general positive interest in foreign language as 90% of her respondents believe in the importance of learning a foreign language. Another variable that yielded interesting results was the "attitude toward English culture and English people". 56% of the respondents showed a positive attitude toward English culture and English people in a combined item. However, that high rating dropped to 17% when they were asked to state their attitude towards the English culture only, with 55%

indicating that they were undecided toward the statement. What is interesting here is that the subjects differentiate between the English people and the English culture, and whereas, their attitude was more positive toward the English speaking people it was not so toward the English culture.

Regarding the attitude toward learning English, respondents recorded a high rating. 98% of them disagreed with an item which read "learning English is a waste of time". This means that most students valued learning English.

As for the attitude toward Arabic versus English, the mean score was high for the English language on 8 items: perfect, logical, useful, practical, simple, dynamic, valuable and flexible; while it was higher for Arabic in only three items: pure, religious and expressive. The high rating for Arabic on the items pure and religious stems from the fact that Arabic is the language of the holy Quran for Muslims.

Yazigy (1994) concluded that Arabic as a native language does not influence the learning of English in the Lebanese context.

However, this positive attitude and constant calls to Arabicize the medium of instruction at tertiary level has not been received well by all parties at the time of implementation.

Kandela (1993) reported that in June 1993, the Academic Council of the Faculty of Medicine of Khartoum University decided to defy the Government's directive to arabise the curriculum, and reverted back to giving instruction in English. He confirmed that even senior medical figures, including the Dean of the School, supported the decision.

Kandela (1993) quoted the Dean of the Faculty who said the government decision was a hasty experiment, which was introduced without adequate preparation. Tingari, the former Vice-Chancellor of the University of Khartoum, also quoted by Kandela supporting this view and criticizing the Government of making a political decision to implement Arabicization, while failing to provide financial support for such a policy.

He went as far as to say that the universities were not convinced of the value of this experiment; citing fundamental defects in the way it was being implemented.

#### **4.5 THE ARABICIZATION CHALLENGE AND THE RESPONSE OF ENGLISH LANGUAGE PROGRAMS**

In his article, Andrews (1984) examines the decision made at Khartoum Polytechnic's English Language Unit regarding a program planning and course design "in an attempt to come up with terms with an unstructured dynamic situation and devise a coherent long-term policy and structure for English language teaching." (pg. 172)

To start the planning, he says that, the English Language Unit was faced with two questions: How far has Arabicization effectively taken place already; and will it become a policy or not? The answers to these questions will determine the role of Service English in the Institution.

In their efforts to design a course and decide upon its realistic objectives, Andrews mentions that they were faced with two major problems:

- 1) What actually goes on in subject lectures? Are there two languages used for giving instructions or is it English only or Arabic only?
- 2) How should they react to such information?

From the information they gathered, Andrews notices the presence of "a definite downward trend affecting standards of English in particular, and education in general." He expresses his concerns to the fact that, lecturers recognize this decline and, as a result, demand less of their students both academically and linguistically. He comments that, "students are spoon-fed. They are no longer expected to follow-up references in

library, and examination papers are marked extremely generously with no account being taken even of serious errors of language. Consequently, the students quickly realized that there is no need to work hard, neither at English nor at other subjects.” (pg. 177). The inevitable regrettable result of this trend is downgrading of general standards of education in the polytechnics.

According to Andrews, in the end, the English Language Unit opted for a broad-based approach where the more conventional type of ESP class that forms only one part of a much larger English Language package was adopted. By introducing this approach Andrews hopes:

“To change students’ attitude towards English in the hope that they might begin to view it not just as an obligation of only marginal relevance, but instead as a vehicle for communication of ideas and opinions which they might want to know about or inform people about and even as a means of gaining enjoyment” (pg. 179).

Based on the bulk of research done, the English language Unit decided to design a five element English course. This includes:

- 1) English language in subject lectures.
- 2) English in the English class.
- 3) The English Club.
- 4) *Polynow* (a magazine published three time a year).
- 5) Simplified Reader Class Library Scheme.

For practical and pedagogical reasons, it was decided that students should have a common-core course in the first year and a subject-specific course in the second year.

Andrews (1984) concludes that “Although the trend towards Arabicization posed problems, it also helped us by limiting our options and forcing us to make difficult but necessary decisions, such as concentration on improving the reading skills.” (pg. 182).

Kambal (1984) studied the English language situation at King Faisal University in Saudi Arabia after the implementation of an Arabicization policy there. He explains how Arabicization of courses at the King Faisal University has resulted in a reduction in the number of contact hours in English language from 30 hours a week to only six. He asserts that "there is no doubt that this will reduce the opportunities the students have to benefit from those journals and reference materials available only in English." (pg. 17)

Kambal (1984) recalls that, prior to the Arabicization of general science courses in the College of Agricultural Sciences and Food, incoming students used to take two English courses. A general intensive course totaling 480 contact hours over sixteen teaching weeks of the first semester, and an ESP course totaling 96 contact hours during the second semester. The objective of the general course was to raise the proficiency of the students in the four skills (listening, speaking, reading and writing).

However, with Arabicization in effect and the number of contact hours in English reduced drastically, the English teachers were reported to be frustrated, fearing that students' proficiency cannot be substantially improved.

To build a more positive attitude, Kambal (1984) recommends that the teaching objectives should be redefined to make them more realistic. The teacher should decide on the most important skills to teach and how to teach them effectively. In addition to that, the teaching methods and practices have to be modified to be time effective.

He also calls for joint efforts by all Arab countries to give priority to facing the challenge of declining foreign languages in the face of Arabicization, because he believes that this task is beyond the capacity of one country. He also advocates a gradual change from English to Arabic as a medium of instruction. According to him, "a gradual change is less disruptive and more conducive to better results with minimum



cost. This is so because, it allows for constant evaluation and revision which may certainly lead to success." (pg. 19)

Zaghoul and Hussein (1985) carried out a study with an attempt to explore the needs for English at the Yarmouk University in Jordan. The major objective of the study was to assess and survey the present needs of English as viewed by a sample of students and faculty members selected from 5 faculties.

The findings of the study showed that 70% of the students believe that knowledge of English is a decisive factor for success in their course, while 25% thought it was not. With regard to the textbooks, 81% of the faculty members indicated that they order English textbooks for their courses and 7% order Arabic and English textbooks. Only 3% of the staff say that they order Arabic books only.

The finding also revealed that students prefer to use Arabic when raising questions. 36% stated that students "rarely" use English to ask questions, say they use it "sometimes", while 17% marked "always". However, teachers indicated that they use both English and Arabic in answering questions.

With regard to students' abilities in the four language skills, Zaghoul and Hussein (1985) recorded a general observation that students tended to overestimate their language capabilities. In listening comprehension, for example, the students judged themselves better than their teachers did. Whereas 78% of the students judged themselves to be "very good" or "good", only 64% of the faculty members judged them to be so. As for the speaking ability, the two groups of respondents varied considerably. Whereas 56% of the students judged their ability in speaking as "good" and "very good" only 10% of the teaching staff judged them to be so. Also, whereas only 10% of the students judged their oral skill in English as "weak", 50% of their teachers judged them to be so.

In reading also students were found to overestimate their abilities. Whereas 88% judged themselves to be "good or very good", only about half that percentage (44%) of the faculty members judged them to be so, they rather classified their students' reading ability to be mediocre.

There was an obvious discrepancy between students and their teachers with regard to evaluating the writing ability. Whereas 81% of the students judged their writing ability as "good" or "very good", only 14% of the faculty members thought so. The vast majority of the staff (86%) placed the students' writing ability at average or below average.

In another item, respondents were asked to respond to a statement about their ability to study courses in their subjects of specialization through the medium of English. 65% of the students felt that they were proficient enough to undertake such courses, 21% felt that they were not competent enough for such a task. The staff on the other hand, were divided over the issue. Whereas 53% of them agreed to the statement, the remaining 47% did not support the idea (25% disagreed and 22% were not decided).

In response to a statement intended to elicit information on subjects' evaluation for the English program, 59% of the students judged the quality of training as good or better, and 40% thought that it was average or below average. Contrary to that, only 4% of the faculty members felt that the training was good, but the overwhelming majority (96%) thought that the quality of training was average or below average.

As for the most important language skill for success at the university level, both students and staff agreed that it was listening comprehension. The difference in ranking however, appeared in the other skills. Whereas students felt that speaking ranked second to listening followed by reading and then writing., faculty members ranked them differently. They thought that reading comes second to listening, followed by writing and then speaking.

The two researchers consider the staff's ranking to be more realistic given the fact that students still needed to listen to lectures in English and then do more research that requires reading. They recommend that the focus of the Service English Program be directed towards English for Specific Purpose, thus providing English courses to train students in their particular specializations from the time they join the university.

Al-Hakim (1984) tries to analyze the major problems faced by students in learning ESP in the scientific faculties at the University of Damascus, Syria. Her analysis is based on her experience in teaching ESP to first and second year students in that university.

She attributes the problems faced by the students in learning ESP to two factors. First, there is a conflict in specifying the needs of students, i.e who should specify the needs? The staff or the students; and second, there is a conflict regarding what students expect from the English lessons and what impression they finally get in terms of methodology. Her findings show that, the students expect the English lesson to be a lecture where they would be passive and receptive with no active participation. On the other hand, the staff wants the students to work in pairs and groups in order to develop communicative competence through class interaction.

Al-Hakim (1984) admits that she herself specifies her students' needs without referring to them (the students). She identifies two kinds of student needs: immediate needs and distant needs. The immediate needs are the ability to read articles and references in their disciplines in English, and the ability to speak with specialists (mainly visiting professors). All the other needs are described as distant needs.

However, during the implementation, Al-Hakim discovered that the reason why the students wanted to learn the language are different from what the staff considers as their needs. It becomes clear that the students are concerned with the end of the year exam; and as the exam is a written one, their perceived main need is to develop writing skills.

Such a conflict, according to her, could be attributed to the fact that the teacher usually thinks in terms of academic needs, whereas students are concerned with personal needs. She concluded by saying that "this is most likely to be a problem where Arabic is the medium of instruction at undergraduate level and the real need for English occurs at a late stage". (pg. 300)

Barkho (1984) investigates the role of English language teaching in Arab universities following the headway made by several Arab countries in the field of Arabicization. He admits that the progress made in Arabicization has been accompanied by a diminishing role for the teaching of English for Arab students of science and technology. He gives two reasons as to why students should study English: first, it is essential to help Arab students to have access to the world's scientific literature and keep pace with today's technological advances, and secondly it is difficult to translate all the existing foreign scientific and technological literature.

Barkho (1984) identifies three factors that have determined the state of the English language program at Iraqi Universities. First, the predominance of Arabicization and its subsequent effect on students' proficiency in English. Second, the standardized policy of curricula construction which has resulted in the unification of English language programs for each separate college; and third, the inauguration of higher studies at Mosul and Basra Universities to prepare specialist teachers in both teaching and preparing materials.

The first step taken at the universities of Basra and Mosul was to specify the needs arising from the new teaching situation after Arabicization and this was done through questionnaire surveys. In the light of these surveys, the organizers of the English courses set out to prepare the syllabuses and material that would satisfy the prescribed needs. Methodological procedures were decided upon accordingly.

From the questionnaire surveys conducted it was found that English is mainly needed for a specific purpose of understanding the available science and technology literature. That is why the 'Focus Series' of 1973 and "Nucleus Series" of 1976 were temporarily chosen as textbooks for English courses at the Arabicized colleges.

The problem of English Language programs post Arabicization was a subject of research for others studies. Mohammed (1992) conducted a relevant study that addresses the type of English programs that should emerge after the implementation of the Arabicization Policy at the University of Khartoum. The main purpose of his research is to specify a role for English language teaching in advanced education post Arabicization in Sudan. His investigation started some time before the full Arabicization policy was finally implemented. He aimed at designing a theoretical ELT model for English for Specific Purposes (ESP) in order to contribute at what he describes as a micro level language planning through assigning a role and a shape in consequence to the teaching of ESP within the overall context of Arabicization. He took the writing of preliminary Biology students (1990) as a case in point.

Mohammed (1992) believes that it is only natural to assign the role of teaching to the national language, which is Arabic and retain English at the same time as a second/foreign language because it is needed. However, he raised some questions about the type of English to be taught and the purpose of its teaching and the duration of the course.

Although Mohammed (1992) supports the maintenance and strengthening of the ESP program taught by the University of Khartoum, he harshly criticized that program for contributing to the falling standards of English in the university in two ways: First, the program did not account for students' presupposed knowledge of English from school as a basis to build upon an effective language teaching; and second, the program neglects

the linguistic learning needs beyond the university level, by concentrating on the undergraduate needs only.

He gave two justifications for retaining and strengthening the ESP program;

1. There are still worthwhile academic studies that require students to extract information from reference books in English.
2. There is need to prepare the learners ahead for integration with their future profession.

Mohammed's results emphasized certain points with regard to the ELT situation. The first point was that ELSU's situation as a unit responsible for teaching ESP became very vulnerable by the time he was submitting his final report (mid 1992), as Arabicization swept through all disciplines in the university. Second, he believes that the objectives of ELT need to be clearly redefined.

To maintain the situation he recommended retaining 20%-25% of the medium of instruction in English in addition to emphasizing the relevance of English to individual students' academic needs. Unfortunately, non of the above recommendations were considered as the abrupt and hasty implementation of Arabicization left little room for English as a medium.

Three notes were presented by Mohammed (1992) are to be considered in redefining the role of English.

1. English language should be geared toward training and preparation of students for future profession.
2. The international position that English enjoys as a language of science needs to be considered.

### 3. Subject/English integration should be considered.

The teaching applications set by Mohammed (1992) required what he termed as a practical comprehensive strategy, which is a network of variables that work simultaneously at different levels to cater for the teaching of ESP. One level of the strategy requires that reforms should go back to secondary schools and at the same time consider the university needs and look ahead at future needs. At the second level, the strategy requires that the underlying aim of language/subject link should be well known to learners and at the third level an approach to language teaching that goes beyond structures and functions should be adopted. He suggested that attention should also be paid to classroom setting, grading system and evaluation.

As for the role of ELSU as a unit mandated with teaching ESP, Mohammed suggested some adjustments that the unit has to make with regard to its teaching materials.

First, the design and presentation of most of the units under language inventory titles needs to be modified. Second, the program needs to update its materials as the current materials were designed to cater for the needs of students when English was a medium of instruction. Third, the question of needs analysis or the criteria on which the units of teaching were designed should be addressed.

As a solution for the ESP problem Mohammed (1992) proposed a model for the Biology writing post Arabicization. The model has three component parts which are the foundation basis for the English course, the theoretical framework and the teaching applications. In the conclusion, he gave three recommendations.

1. The Higher Commission of Arabicization should take the promotion of teaching English as one of its responsibilities. A national coordinating body should be established for that purpose.

2. The role of English in the context of Arabicization needs to be stated clearly, with the subject content integrated with the teaching of English.

3. Teachers should be trained

#### **4.6 ENGLISH UNDER NATIONAL LANGUAGES AS A MEDIUM OF INSTRUCTION: THE EXPERIENCE OF SOME NON-ARAB UNIVERSITIES.**

Other universities around the world and especially in the Third World countries are facing the same challenge of having to provide English language teaching for students who are studying subjects of their specialization in languages other than English. Sometimes such English programs are run to support students in universities that still maintain English as a medium of instruction.

Larsen-Pusey and Pusey (1987) carried out an exploratory study with the purpose of examining the present status in Colombian Universities of EST/ESP. Of particular interest for them was how Colombian programs for such students are organized and taught.

They design a questionnaire that was intended to elicit information on institutional organization of the English programs , the goals and objective of teaching EST/ESP and the materials used in classrooms. For that purpose they collected data from 12 public universities.

The results of the study were reported under three headings, organization for delivery of the programs, goals and objectives, and materials used. Of concern to us here are the last two headings. Regarding the goals and objectives of EST/ESP, it was found that oral skills were not considered high priority goals. Only one institution indicated that taking lecture notes from a foreign speaker is a goal. Of the various skills emphasized in their EST/ESP classes all institutions placed more stress on reading skills than on any other skill. Four institutions indicated that when teaching listening-related skills,



grammatical structures receive the most attention. Those emphasizing writing skills indicated that they stress organization of paragraph and essay.

As with respect to materials, 10 of the 12 institutions indicated that they use materials developed by their own institutions. 6 organizations said that they use commercial materials alongside their locally tailored materials.

Generally speaking, the programs were found gearing toward the immediate needs of students rather than toward future, professional needs. One sign of this is the limited emphasis on writing. Pusey and Pusey (1987) believe that students short-term instrumental motivation for reading was considered sufficient for the current programs.

Teaching English as an additional subject at the tertiary level proved to be very challenging.

Some universities use English as a medium but they still need to offer English programs specially for the first and second year students to enable the less proficient students to cope with their academic reading, listening, writing and class discussions. The cases of such universities lead to the rise of English for Specific Purposes (ESP). Other universities face a similar yet more difficult challenge of teaching English when the medium of instruction is not English. Thus universities need to teach English to enable their students to access textbooks and reference books written in English. Their situation motivated another type of ESP to emerge that is English for Academic Purposes (EAP). This type of English might find it more instrumental to focus on certain skill such as reading to serve the purpose of the course. There is a lot of research in the literature about the type of English and skills to be taught at the university level. Following is a review of some of the experience of some universities.

The University of Malaya in Malaysia had a useful experience in constructing an English program that could help students to improve their reading skills at the time when English was no longer the medium of instruction in the university.

The program, which was named "The English for Special Purposes Project" (UMESPP), was established by the University of Malaya in collaboration with the University of Birmingham in UK and the British Council in KL. The project has been described in full in The British Council's (1980) ELT Document 107 which included some useful introductory articles that describe all the components of the Project; it also featured in a number of other articles (Cooper, 1976; Tan Soon and Chitravelu, 1980). The project intended to investigate a problem faced by the many educational institutions, especially at the tertiary level; the problem of how students whose mother tongue is not English, and who have not experienced English as a medium of instruction, but only as a subject, are to cope with acquisition of knowledge from written sources which are only accessible in English (Cooper, 1976:133). Therefore, the main function of English in UM was identified as means to provide access to written information.

Cooper (1976) asserts that the students at UM showed that they were "inadequately equipped with the necessary English language competence and comprehension skills to make effective use of the available written materials in English." (pg. 133). For this reason, students were found to place an increasing reliance on oral and written instruction, given by their lecturers in the local language (*Bahasa Malaysia*). This fact leads them to reduce the emphasis they would normally place upon independent study reading in the educational process.

Cooper (1976) identifies the main goal of the Project as an "attempt to develop, through on going research, materials production, methods design, teacher orientation, teaching and evaluation, a reading comprehension program which will equip students with the

linguistic competence and reading skills they need to make effective use of written material in the achievement of the study goals." (pg. 133-134)

Chitravelu (1980) mentioned eight main features of the project, listed are the six more important features:

1. It is a one-year course of four parallel strands.
2. The course was to meet the reading needs of students from schools where the national language was the medium of instruction.
3. The course was to be administered in the first year of the student's enrollment at the UM.
4. Three of the four components of the course were to be common-core and one was to be subject-based.
5. One of the common-core components was to be Spoken Interaction.
6. The writing of the materials and administration of the program is a joint effort between local staff and foreign experts.

The project perspective was reading in English for academic purposes. Cooper (1976) reported that the Project developed a common core reading program accessible to all students who requires it from all faculties, during its first phase of implementation. However, special considerations were given to the needs of students in science-based disciplines.

He believes that one advantage of having such a common-core program for students of all specialization, is the economy in the preparation of materials and the orientation of teachers. A possible disadvantage could be "that the materials were so common that

they would not be relevant to the study area of any one group of students". (pg. 134)

However, he does not count this as a problem, giving the following reasons to defend his position:

1. In recent questionnaires, students have indicated that they like a proportion of up to 50% of the content of English course to be non-subject specific.
2. There was plenty of non-subject specific materials which was accessible and of interest to students across disciplines
3. More specialized materials can be introduced in the second phase of the Project.

Chitravelu (1980) explains that at the University level, the majority of academic textbooks were in English. Thus, if Malay-medium university students were to be able to go beyond the information that they were given in *Bahasa* Malaysia by their lecturers, they would need a competence in reading English which was akin to that of an educated native reader of English. However, she admitted that this level of competence simply did not exist, as there was a large gap between the English reading competence of the school-leavers and the level required to be able to use university textbooks with ease and efficiency.

She reported that the pilot materials for the course were organized in four units, according to four components of the Project. This includes, Reading for Meaning, Strategies for reading, Reading Project (Science), and Spoken Interaction.

The face validity of material and methodology and tasks were matched to the context of academic study and maturity level of students. The materials selected were reported to have the following features:

1. The texts were authentic in that their level and range were representative of university writing.

2. What students have to do with and to the materials was fair simulations of what they would normally have to do with such materials in real life situations.

3. The methodology should take into account students maturity level and background.

The fact-finding stage of the Project yielded the following results, which were reported in Chitravelu (1980). On the part of the students, they considered reading in English important to their studies, but difficult. They tended to judge the quality of language instruction and their own competence by their ability to speak English. For them, spoken English would be an advantage in finding a future job. They suggested that 40% of the content of their reading should be related to the subject they were studying. Another finding was that, students expected the teacher to maintain a dominant role in class, while they assumed a passive role. This finding was also confirmed by Al-Hakim (1984).

On the part of the English Teachers, the findings showed that they nearly endorsed all the main points made by the students. The findings also showed some interest on the part of the teachers to accept new ideas and participate in material design.

Finding elicited from subjects lecturers in the various faculties of the university showed the lecturers' belief that students had both conceptual and linguistic problems in reading. The main weakness identified by them was in operating higher order cognitive strategies such as inference and synthesis.

## 4.7 CONTENT-BASED APPROACH TO EAP COURSE DESIGN AT TERTIARY LEVEL

Content-Based Teaching can be regarded as a logical development of some of the core principles of Communicative Language Teaching, particularly those that are related to the role of meaning in language learning. It is widely used in designing language courses in higher education and schools around the world. Richards and Rogers (2001) dedicated one chapter to discuss this influential approach. They define it as "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (pg. 204). Since Content-Based Instruction (CBI) draws on the principles of Communicative Language Teaching, classrooms should focus on real communication and the exchange of information. In this case, as Richards and Rogers (2001) argue, the ideal situation for learning a second language would be "one where the subject matter of language teaching was not grammar or functions or some other language-based units of organization, but content from outside the domain of language" (pg. 205).

Richards and Rogers (2001) also describe briefly for some of the educational programs that emphasize the role of content in their curriculum design. This includes Language across the Curriculum, Immersion Education, Immigrant On-Arrival Programs, Programs for students with limited English Proficiency, and Language for Specific Purposes. They then examine the principles underlying Content-Based Instruction (CBI) in terms of theory of language and theory of learning; and how these are applied in the design of language teaching programs.

Richards and Rogers (2001) pointed out that the Content-Based Instruction is grounded on two central principles. The first principle is that people learn language more successfully when they use the language as a means of acquiring information, rather

than as an end in itself; and the second one is that Content-based Instruction better reflect learners' needs for learning a second language. They linked that to at least three assumptions about the nature of language that they think underlie Content-Based Instruction. These assumptions include: language is text-and discourse-based, language use draws on integrated skills, and that language is purposeful. Then they went on to briefly explain each of these assumptions. As with regard to the nature of learning, the basic assumption that was identified is that "successful language learning occurs when students are presented with target language material in a meaningful, contextualized form with the primary focus on acquiring information." (pg. 209). Other secondary assumptions about the nature of learning were also presented. This includes that, people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful and leading to desired goals, students learn best when instruction addresses students needs, and teaching builds on the previous experience of the learners.

Richards and Rogers (2001) discussed the application of Content-Based Instruction to course design under six subheadings. This consists of objectives, syllabus, types of learning and teaching activities, learner roles, the role of teachers and the role of materials. As for objectives, Richards and Rogers believe that in a typical Content-Based Instruction, the objectives are stated as objectives of the content course. They are of the view that sometimes the CBI could be directed toward teaching a single language skill. This view lends support to the design of English programs for teaching of reading skills only. Regarding the syllabus, they think that the CBI derives its syllabus from the content area only; and the instructional sequence could be chosen according to the language learning goals. The organization of the syllabus could be achieved through a topical syllabus in which the topics and subtopics follow the layout of the course outline in the content area. As for the type of activities, they adopted the list which was offered

by Stoller (1997). This includes language skills improvement, vocabulary building, discourse organization, communicative interaction, study skills, and synthesis of content materials and grammar. As for the learners' role in the CBI, Richards and Rogers expect them "to become autonomous so that they come to understand their own learning process and to take charge of their own learning" (pg. 213) thereafter. Teachers are not expected to stick to their typical role as language teachers, instead they should be well versed in the subject matter and able to elicit knowledge from their students. They are responsible for selecting and adapting authentic materials for the use in class, although the content-area teachers are supposed to be part of the material selection and assessment criteria. Materials in CBI are derived from authentic textbooks and reference materials from the same type used in the content classes. In this case, the content teacher will be using a textbook in a language other than English, while reference materials available in the library in that subject could serve as sources of information.

Richards and Rogers (2001) mentioned some areas of application for CBI at tertiary level, school level and private language institutes. At the tertiary level, several different approaches to CBI have been identified. This includes theme-based language instruction, sheltered content instruction, adjunct language instruction, team-teaching approach and skills-based approach. There is no particular procedure described here as to how teaching materials and activities are selected in CBI.

After reviewing these enlightening views about the Content-Based Instruction, it is time now to review some of the very useful and related studies and articles that discussed theoretical and experimental issues emerged from the application of this approach to language programs around the world.

Spector-Cohen et al. (2001) reported another experience at the University of Tel Aviv in Israel. They aim to examine the issues facing English programs when English is not the



three: Beginners, Intermediate and Advanced, and they decided to incorporate elements of both Type A and Type B syllabi at every proficiency level.

They suggest that at the beginners level courses, greater weight should be placed on certain aspects typically associated with type A syllabus, as they felt that "at these levels, it is critical to reach certain threshold level of English proficiency and thus students must be exposed to massive doses of L2 at suitable level of difficulty in all four language skills, although the main focus of the EAP courses should be on reading" (pg 378).

They suggest that, at this stage, the reading comprehension strategies can be introduced, text should be simplified in term of language and be of a general nature that is easily accessible to all students. Students can be assigned tasks based on thematically linked texts which serve as precursors to authentic academic tasks.

As students advance to the Intermediate level, the researchers recommend a syllabus which combines a balance of elements from Type A and Type B syllabuses. This requires the continuation of the reading comprehension strategies and the use of authentic yet accessible texts that serve to gradually initiate the students into reading academic texts in the field of specialization.

When students reach the advanced level, Spector-Cohen et. al. (2001), recommend that the emphasis should be almost exclusively on elements typical to type B syllabus. They suggest that the course should be content-based which requires that all the texts utilized should be taken from specific academic disciplines.

After establishing the overall principles for determining the type syllabus appropriate for each level, Spector-Cohen et. al. (2001) suggested stages which outline the procedure for designing EAP reading comprehension courses at university levels. The

L2. They suggest that all explanation and modeling of strategies be directly applied to the texts assigned in the reading course and not in isolation, divorced from reading passage.

As for the academic genre/rhetorical forms, Spector-Cohen et. al. (2001) find it essential to use representative authentic academic texts and to familiarize students with the lexis and genre typical of their fields. However, at lower proficiency levels, they suggest using texts that are geared to the needs of EFL/EAP learners and are normally often edited and simplified to serve a particular pedagogical purpose and to suit the learners' L2 proficiency level. They recommend using commercial materials at a lower proficiency level for this purpose. In contrast, at the higher level, believe that course designer should utilize representative, authentic material to which authentic tasks should be applied.

On the last factor about criterion tasks, they felt that tasks should be clearly differentiated, consisting of obvious stages. The nature of the tasks is recommended to be directly related to the reading materials selected, so that the classroom experience can be utilized by the learner as a springboard for further tasks. According to Spector-Cohen (2001) one way to do this is "to device a series of tasks to be applied to thematically linked text" (pg.377). They enumerated three purposes that could be served by adopting such an approach. (1) Stimulate the academic experience in the students' academic content courses; (2) encourage the reader to focus primarily on meaning rather than on linguistic forms; (3) build up both content and formal schemata.

To realize the approach presented above, the researchers proposed what they termed as the "Complementary Pyramid Syllabus Design", which is a "principled approach to aid the course designers in determining which syllabus type is most suitable for each course level" (pg. 378). Spector-Cohen et. al. (2001) divided students proficiency level into

The evidence provided by Douglas (1986) above indicates that there was a sharp decline in the standards of English. He somehow holds Arabicization responsible for such decline. However, whether Arabicization in the secondary schools was alone to blame for the falling standards of English language at the University level, has been the focus of other research as follows.

Mohammed (1991) tries to find an answer to the above question. First, he admitted that the implementation of national language in education is usually accompanied with a complaint regarding the deterioration of English language standards. However, he identifies a two-dimensional gap in the system of education in school with regard to this point. a) The learners' past knowledge and type of English from school in relation to the prerequisite requirements of English in order to pursue their academic studies successfully. and b) the abrupt duality of the language of teaching between school/university which has, in turn, resulted in changing the role of teaching English in the two levels of education.

As a result, Mohammed (1991) noted, "the tertiary level student was inadequately prepared for a smooth transition between studying in L1 in schools and being faced with receiving his academic studies in L2 in the university." (pg. 14). According to him, this reality created a negative effect among students in two ways. They see English as an unnecessary complication of their situation, and they feel that they are not able to express knowledge about their subject in the second language. As Hutchinson (1988) puts it, "they would have the feeling that the world judges their subject knowledge on the evidence of their poor linguistic performance". (pg. 74).

In an attempt to provide an answer to the above question, Mohammed questions the responsibility of Arabicization alone for the declining standards of English. Instead, he moves the focus to the English Language Teaching Programs in general and English for

three: Beginners, Intermediate and Advanced, and they decided to incorporate elements of both Type A and Type B syllabi at every proficiency level.

They suggest that at the beginners level courses, greater weight should be placed on certain aspects typically associated with type A syllabus, as they felt that "at these levels, it is critical to reach certain threshold level of English proficiency and thus students must be exposed to massive doses of L2 at suitable level of difficulty in all four language skills, although the main focus of the EAP courses should be on reading" (pg 378).

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When students reach the advanced level, Spector-Cohen et. al. (2001), recommend that the emphasis should be almost exclusively on elements typical to type B syllabus. They suggest that the course should be content-based which requires that all the texts utilized should be taken from specific academic disciplines.

After establishing the overall principles for determining the type syllabus appropriate for each level, Spector-Cohen et. al. (2001) suggested stages which outline the procedure for designing EAP reading comprehension courses at university levels. The

first stage is to conduct a needs analysis, the next stage is to develop course objectives, the third stage is the selection of texts that are representative of the type of texts students will actually encounter in their studies. The fourth stage is to analyze the corpus of texts in terms of the four prongs suggested above and the last stage is to determine a method of assessment. An ongoing process of evaluation as well as the subsequent revision and refinement are considered crucial to the success of the course.

Another insight on ESP methodology was provided by a study reported in Biria and Tahririan (1994). The main purpose of their study was to investigate the efficacy of different methods of teaching ESP. They were particularly interested to see if there is any compatibility between the communicative method and the goals of ESP. A secondary purpose of their study was to investigate whether or not general English taught at high school plays a positive role in ESP learning. Here, they were interested to see whether students possessing a higher level of general English proficiency benefit more from an ESP class than those who do not.

The subjects of the study were selected from the population of students studying at Tehran Air University in Iran. A General Proficiency Test was used to screen the students, those who were selected for the study were assigned to three different classes of 40 students each: translation class, reading class and rhetorical class. 10 teaching staff participated in the briefing session that preceded the study. Five of them strongly supported the reading method, arguing that teaching ESP by reading method was the only effective method of instruction. Three teachers suggested that text translation was the best because transfer of L1 to L2 helps the learner with ESP. The remaining two teachers supported the more modern communicative approaches saying that communicative methods best cater to students' ESP needs. One teacher was randomly selected from each group and then assigned to the control and experimental groups.

The two control groups were taught by text translation and reading methods respectively. In text translation, the teacher asks students for a word-by-word translation of the written text. Then he or she asks them to read out their translations. Finally, the teacher provides the students with a model translation copy.

The reading method, on the other hand, emphasizes comprehension of written texts. In such a method it is suggested that students would be asked to read the passage silently. Then the teachers would ask them questions about the text and using students responses as feedback they clear up any difficulties. Afterwards, the teacher would read the text aloud, following that students would be asked to answer multiple-choice comprehension questions. Biria and Tahririan (1994) criticized this method saying that "students are mainly required to focus on the forms and there is hardly enough time for them to actively participate in the learning process. In addition, the techniques and procedures which allow for task-based activities are nonexistent" (pg. 96)

To test their hypothesis, the researchers assigned an experimental group to be taught by communicative approach. They praised this method saying that it offered "factors such as students participation, attention to pragmatic aspects of language, task-based activities, and simulation were emphasized". (pg.96).

In this method subjects were taught to use certain study skills such as skimming and scanning to look for information. Teachers help students to understand how particular cohesive devices combine sentences into coherent rhetorical function. Oral aspects of language learning were also considered here.

Their preliminary examination revealed that students rated as advanced had done well on the ESP test irrespective of the type of instructional method employed. For them, this is an indication that general English proficiency has a strong relationship to ESP

achievement. They also found that the mean ESP test score achieved by the rhetorical group was far greater than those of the translation and reading groups. For that reason they concluded that, "under equal conditions, the higher mean score of rhetorical group could be attributed to the effectiveness of the communicative approach to ESP teaching" (pg. 99)

Snow and Brinton (1988) discussed the application of an Adjunct Model of Language Instruction in EAP summer course at the University of California at Los Angeles. The primary goal for that course was to "introduce underprepared students to the intellectual and sociobureaucratic demands of the university and to teach them to deal with increasingly complex exposition on academic topics" (pg. 37).

They describe the adjunct model of language instruction as "a model in which content courses are linked with language courses to better integrate the reading, writing and study skills requirement of the two disciplines". (pg. 37). They advocate this model because they believe that it is theoretically well established as it has been supported by at least three movements in language teaching, namely, The language Across the Curriculum movement, the English for Specific Purposes Literature, Widdowson (1978) calls for integrating or linking of language teaching in the schools with other subjects.

Although the three movements mentioned above are different in their approach to the implementation of content-based curricula, these two researchers believe that "they share the same pedagogical assumption: Successful language learning occurs when students are exposed to content material presented in meaningful contextualized form, with the focus of acquiring information." (pg. 39).

The methodology of the program requires that all assignments in the ESL component of the adjunct program be based entirely on material from the content course. For example,

teaching of reading activities using a content course textbook, composition skill using students lecture notes, grammar lessons using concepts from content courses as stimuli, and development of study skills.

Snow and Brinton (1988) believe that the adjunct mode requires close coordination among staff members of the linked courses to achieve its intent. In their case, all instructors were required to attend a series of meetings before the beginning of the program and during the course of the program. As for text selection and adaptation, they advocate the use of authentic materials and the introduction of commercial ESL materials as reference for both teachers and students. They were against using simplified materials arguing that "while selecting a simplified text does students a disservice, selecting a convolute, poorly written text does them an equal disservice, because they will be frustrated in attempts to apply developing reading strategies". (pg. 42).

As for the role of the of the ESL instructor, they think that he/she should assume a dual responsibility. First, to provide instruction that will promote English language development, and then get familiarized with the content materials.

Then Snow and Brinton (1988) presented the strengths of the Adjunct Model from the points of view of both instructors and students. Instructors were reported to say that the model is appreciated for the efficacy of its pedagogical framework in an academic setting. They also feel that the model offers ESL teachers a more broadly defined domain of teaching an opportunity to be truly involved in preparing students for university study. Students on the other hand, rate the program very high. They indicated that the program had helped them read their content course texts and complete content course writing assignments more effectively.



Despite their backing for the defense for the adjunct model, Snow and Brinton (1988) pointed to some potential breakdowns in the model. First, the success of the model rests on the strength of the various coordination meetings held before and during the term. Second, the underlying philosophy of the program is neither shared by all instructors nor communicated uniformly to the students. Third, is the assignment planning as an area of potential conflict. The final area of potential breakdown is a consequence of the structure of the adjunct model at their university (UCLA).

They also pointed to two problems related to the application of the model. First, The model assumes that students can cope with authentic readings and lectures in the content courses. This makes the model not applicable to beginning proficiency levels. The second problem is that the model requires an administration willing to fund the large network of instructors and staff needed, as well as the language teachers' commitment of time and energy to integrate content materials with language teaching aims.

Iancu (1993) reported the implementation of an Adjunct Model at the English Language Institute, George Fox College in Newberg, Oregon. In their attempt to adapt this model, tension arose for both students and instructors. "Many students focused on mastering content and in doing so neglected their language skills, while the ESL instructors struggle to balance the role of language and content specialist" (pg. 20). This model was adopted when the faculty abandoned the skill-based program and ESL students started to attend a US history course along with an ESL adjunct course.

Iancu (1993) praised the adjunct model saying that it fulfilled their expectations and brought at least four other benefits as well. These benefits include: First, students are highly motivated to succeed in a credit-bearing academic course because of skills developed at the adjunct ESL program. Second, enrollment in a regular academic course

helps ESL students feel more a part of the college life. Third, the model greatly eases the transition between ESL status and regular student status. Finally, it helps teachers decide when a student is ready to advance.

Iancu (1993) describes the four phases through which their adjunct program has passed. Phase 1 was characterized by the involvement in three key tasks. (a) selection of a content course, (b) establishment of an English proficiency range for the group, and (c) defining how the paired courses would fit into the ESL program. In Phase 2, they made some adjustments to the program. They raised the minimum required English proficiency of students in the paired courses and increased the number of ESL adjunct course hours. Then they began integrating the content and skills from content courses into the Level 4 curriculum. During Phase 3, they made three significant modifications in the way the content course fit into the program. First, they integrated content and skills more systematically in writing and grammar. Second, three different instructors taught the adjunct courses. Finally, a tutor helped students with content. Phase 4 was planned to be a continuation for the process of integration.

Iancu (1993) concluded that, "the lower the English proficiency of the students enrolled in an adjunct program, the more language instruction they need, the greater the challenge for them to understand and learn course content, and the more likely they are to look to the ESL instructor for assistance with content". (pg. 23). Results of her study show that it is more beneficial that several different instructors teach the ESL courses when students have access to content tutoring.

Snow et al (1989) propose a conceptual framework for the integration of language and content teaching in second and foreign language classrooms. According to their model, language and content teachers work collaboratively to determine language-teaching objectives.

Before embarking on explaining their model, they presented several theoretical rationales that they think underlie the shift towards this type of course design. They could be summarized as follow.

1. Cognitive development and language development go side by side for young children.
2. Language is learned most effectively for communication in meaningful, purposeful social and academic contexts.
3. Integration of content with language instruction provides a substantive basis for language teaching learning, because content can provide both a motivational and a cognitive basis for language learning.
4. The intrinsic characteristics of language variation (every subject-area has its own specific register or genre that needs to be mastered).

In their proposed model, they called for a recognition of the importance of language structures, skills, or functions that are characteristic of different content areas. However, the main objectives of teaching classes through the content-based approach would always be content mastery. But, they warn that it is unlikely that desired levels of second/foreign language proficiency will emerge simply from teaching of content through a second or foreign language. They recommend that "the specification of language-learning objective must be undertaken with deliberate, systematic planning and coordination of learning of the language and content curricula." (pg. 204)

The alternative model that they proposed calls for "a reconceptualization of the role of teachers working in institutions where second language education is a primary goal." (pg. 204). According to the model, language -learning objectives in a content-based program are derived from three sources: (a) the second/foreign language curriculum, (b)

the content area curriculum, (c) assessment of learners' academic and communicative needs. From all these sources, Snow et al (1989) identify two types of objectives: content-obligatory language objective and content-compatible language objectives.

According to them, content-obligatory language objectives specify the language required for students to develop, master and communicate about a given content material. These types of objectives are both structural and functional, which derive directly from linguistic needs for communicating information in the content area. Content-compatible objectives, on the other hand, can be taught within the context of a given content but are not required for successful content mastery.

The conceptual framework that they call for has been described in four different instructional settings: The mainstream class, the ESL class, the Immersion class and FLES class. The first two settings are second language programs designed for LEP students learning English as a second language, while the third and fourth settings are foreign language programs for language majority, English -speaking students. The principles of the model have been applied to all four settings in different ways, depending upon the instructional context and the division of instructional responsibilities.

Snow et al (1989) believes that the integration of language and content teaching carries with it a number of implications that need to be considered. First, language teachers and content teachers must collaborate. Second, the artificial and rigid distinctions between the roles of the language teacher and the content teacher are broken down in this model. Third, the language and subject content curricula should formally be integrated and coordinated. Fourth, the integration of higher order thinking skills into the language classroom. Fifth, the integration of differentially difficult language structures, skills or functions that are required for effective communication about the content in question.

Kasper (1997) reported a study that provides evidence that content-based instruction at the intermediate level of English language proficiency not only enhance performance at that level, but may also help to facilitate students' subsequent performance in the college academic main-stream and increase their likelihood of earning a college degree.

First, she reviewed the literature that constitutes evidence for her that content-based instruction enhances students performance in individual ESL and some related content courses. But her basic argument is that she doubts the existence of qualitative evidence that content based ESL courses have a significant impact on academic performance beyond a single semester of instruction. Hence, came the goal of her paper to provide such evidence "through a controlled follow-up study of students performance in semesters following completion of content-based ESL and preceding graduation from college.

The subject samples of her study were drawn from the population of students enrolled in Intermediate ESL Reading and Writing course at Kingsborough Community College. The 184 students who participated in the study were assigned to two types of ESL courses. 91 of them were in the experimental group which uses a content-based approach and the other 93 were assigned to the control groups which uses a non-content-based approach.

According to Kasper (1997), the major difference between students in the two groups was in the nature of the textual material used in instruction. She presented each discipline-based unit to her subjects in four stages. The first stage, pre-reading, establishing background information for the topic by introducing new vocabulary and concepts. The second stage, factual work presenting students with the actual discipline-based reading. In the third stage, discussion and analysis in which students were required to synthesize and apply knowledge gained from reading by generating written

responses to the text. In the final stage, students were given extended activities such as watching a video type to reinforce information presented in the text.

Kasper's (1997) results show that in all four semesters during which the study was carried, students in the experimental group obtained significantly higher average scores on the ESL final examination than did students in the control group. With overall average scores of 81% for the experimental group and 68% for the control group.

After establishing the above results, she performed more analysis to compare the experimental group versus the control group with respect to the following factors: (a) scores on college English language assessment tests taken in the semester subsequent to ESL 09 instruction, (b) likelihood of completing the developmental -remedial ESL/English sequence and entering the mainstream English composition course, (c) performance in that mainstream English composition course, and (d) likelihood of graduating and earning a degree from the College.

As with regard to the first factor, Kasper (1997) found that in all four semesters of the study, students in the experimental group obtained significantly higher grades on the reading assessment examination than did students in the control group. From this finding, she concluded that "experimental group students were able to maintain their linguistic advantage whether or not they continue to be exposed to content-based instruction at the ESL 91 level" (pg. 314). In the writing test also, experimental group students accounted for 60% of the total number passing the City University of New York Writing Assessment Test (CUNY WAT), while control group students accounted for only 40%.

As with regard to progress to mainstream English composition, the results show that 67% from the overall experimental group progressed to English 22, while 49% from the

overall control group did so. Kasper considers the difference in these percentage as marginally significant by chi-square test. As for the performance of subjects in the composition course, it was found that the experimental group students accounted for 68% of the total pass rate for English 22, whereas control group students accounted for only 32%. Kasper describes this difference as significant.

As for the graduation from the College, the results show that of the 34 students in this study who did graduate and earn a degree, 62% came from the experimental group and 38% came from the control group.

In conclusion, Kasper's (1997) research suggests that "content-based programs can provide a highly effective medium through which to meet both academic and linguistic needs." (pg. 319)

Flowerdew (1993) reports an approach to development of a large-scale content-based language instruction curriculum in an English medium setting. He describes the English program at the Sultan Qaboos University in Sultanate of Oman. He sets up to describe the rationale, planning, implementation and revision for the project as a whole. His description is divided into four parts. (a) The antecedents and theoretical basis of content-based language instruction, (b) the background and rationale for the project under review, (c) the original curriculum framework for the project, and (d) the revised framework developed in the light of experience.

In order to compensate for the deficiency in students English and study skills, the University decided that students should undergo a Science Foundation Course, which would consist largely of English. It was also decided that the English course should be closely tied with the science course.

Flowerdew claims that the rationale underlying the Qaboos University integration of language and content on the part of those initially involved was pragmatic and was not based on any particular theory of second language acquisition.

In his description for the organizational framework of the Science Foundation Course, he distinguishes two phases. The first phase includes the original framework and the other consists of the modified framework, which was developed in the light of the experience. In its original version the Course curriculum was having three main components. A science course, a science support English course and a general English course.

The science course and the science support English course were team-taught, the English teachers observe the science lectures and video recordings were made for exploitation in the English classes. The follow-up English support classes used edited versions of the video to help students clarify points in the lectures that they did not understand. The general English course, on the other hand, was traditionally structured, progressing independently of the science course.

Fowerdew pointed to a number of problems with the original framework came to light as a result of evaluation. These include the following:

1. It was difficult to demarcate clearly the two English courses.
2. It was difficult to allocate the available time for English between the two courses.
3. It was difficult to decide how general the "general" English course should be.
4. The initial use of video as a means of going over the lecture was felt by many students to be boring.
5. A certain amount of rivalry developed between teachers of the two English courses.



Because of the set of problems mentioned above, the University decided to revise the English components of the Science Foundation Course, after two year of its inception. It was decided that the two English courses should be combined into one course. In this course, teaching of English was broken down into components according to skill area, listening/speaking, reading and writing.

In his concluding remarks, Flowerdew (1993) set some prerequisites for the success of a program such as the Science Foundation Course. This include the following:

1. The full support of the institutional administration
2. The full cooperation of the content staff.
3. The recruitment of a highly qualified and motivated language staff.
4. The establishment of an understanding by the learners of the role that is expected from them.

Hudson (1991) reports an ESP reading project, which emphasizes the role of content comprehension. The context of the study was the Reading English for Science and Technology Project in the Chemical Engineering Department of the University of Guadalajara in Mexico. The materials of the 2-year course were developed around thematic units that correspond to undergraduate course content. The study examines whether the emphasis on reading for content improves reading comprehension as well as knowledge of reading grammar and general reading skills. Students were administered three reading tests: reading grammar, comprehension, and cloze tests.

Hudson indicated that the students in his study "had no basic need to learn English other than to gain information from journal articles, manuals, and textbooks in their university studies and future employment." (pg. 78). This situation describes exactly the case of

the students at the University of Khartoum, as English ceased to be the medium of instruction.

The goal of the project described by Hudson (1991) is to develop a reading EST program that took into account the particular needs of students. The content comprehension approach that they adopted places "primary emphasis on the learner's purposeful interaction with the text". (pg. 79). Hudson points out that the application of this view of reading to EST must address several theoretical concerns. First, it must examine traditional views of the role of ESP. Second, it must address the nature of the ability that is being learned. Third, it must address how an emphasis on comprehension of text can improve both the reading skill and such enabling components as lexical, grammatical and discourse knowledge.

Hudson identifies three applications for his proposed approach for materials selection and use. These applications are related to the use of authentic materials, the recommendation of a thematic basis for text organization, and the derivation of instructional points. He illustrates this last point that "when points of instruction are derived from the reading tasks, instruction is more attentive to the processes and strategies that the student must learn than to mastery of separable language products such as a particular rhetorical style or a particular grammatical structure." (pg. 85)

The results of the study suggest that the content comprehension approach to reading can effectively improve reading comprehension as well as knowledge of reading grammar and general reading ability.

The content-based approach has been popular in promoting skills other than reading. Graham and Beardsley (1986) described an experimental course in communication

offered to nonnative English-speaking pharmacy students at the University of Maryland using a combination of content-area ESL and ESP approaches.

Before they described their experimental course they gave an overview to the similarities and differences between the content-based instruction and the ESP. According to them, a content-area ESL uses content to provide the context for language instruction. Following this approach, "Ideally two instructional objectives- content-area knowledge or skills and increased language skills- are accomplished in one class". (pg. 228). For successful language learning in content-area classes, it is necessary that students comprehend the material and teacher's message.

Graham and Beardsley identify three factors that they claimed to be stimulated language learning in content-area ESL courses. This includes, the rich context the subject matter provides, the inherent interest and relevance of the content, and the fact that the learners focus on messages and not on language forms.

As for ESP, they define it as "the area of English language teaching which focuses on preparing learners for chosen communicative environment" (pg. 229). According to this view, ESP differs from general English in that it is based on a close analysis of the learner's communicative needs for specific occupation or academic activity. Here, English is taught for clear utilitarian purposes, to service as essential means to a defined goal. On the other hand, ESP shares several guiding principles with content-based ESL. For example, the importance of the context, the importance of attending primarily to meaning, and consideration for the needs of learners.

According to Graham and Beardsley (1986), the most important difference between ESP and Content-based ESP stems from their objectives. Whereas Content-based ESL aims to teach content and to improve overall English proficiency, in addition to teaching

particular language skills required for understanding the content, ESP has the narrower objective of preparing learners to function in very specific environments.

For the sake of the experimental course design, Graham and Beardsley conducted a needs analysis survey as a first step. They chose an analytical approach to the design as opposed to synthetic approach as described by Yalden (1983). They also took into account three components of language: the semantic component, the functional component and the formal component. As for the classroom activities they reported the use of activities that focus on skillful communication and increased fluency rather than on formal correctness, this includes activities such as role-playing. Other activities adopted include work on pronunciation and language laboratory for listening.

At the end of the course, an evaluation process was conducted. On the basis of both students' evaluations and instructors' observations, several changes were made in the course. Graham and Beardsley concluded that " Content and language instruction can mutually reinforce one another, producing a sum greater than its parts." (pg. 239).

Most of the studies reviewed above called for the cooperation between English teachers and subject teachers to make a content-based approach successful. Braine (2001) stressed the importance of such cooperation in a study that compares two EAP research projects in USA and Hong Kong. He considers the first project as successful while he declared the other one failure. In an attempt to determine why the second study failed, he described and analyzed the approach used in each context. He also discussed possible reason for lack of cooperation from the teachers in second study. His main finding was that the Hong Kong program fails because of the reluctance of the content teachers to cooperate with the language teachers to accomplish a content-based approach to language teaching.

The issue of collaboration between subject teachers and English teachers was one of the issues investigated in Barron (2002), who provides some philosophical approach to the issue. He suggests that the prevailing view in EAP is that "collaboration is a continuum, from low interaction between teacher, i.e. co-operation, to high interaction, i.e. team teaching." (pg. 302). He arranges four ways on the continuum that English teachers and teachers of other subjects may collaborate based on the amount of involvement by the subject-specific teacher. He/she could be involved as an informant, a consultant, a collaborator or a colleague.

Barron feels that most collaborative ventures in EAP take place at the co-operation level, because of what he describes as "a lack of reciprocity between the parties." (pg. 303). He views co-operation as involving the language teacher taking the initiative in asking questions and gathering information about the students' subject course. He points out that the assumption that collaboration is static in nature is not true, he describes collaboration, instead, as dynamic and evolutionary. He claims that "a dynamic collaboration brings together these different perspectives to create a richer, more comprehensive perspective than any single one could construct alone." (pg. 303)

Barron calls the area where the two parties meet to collaborate as "the problem domain". It involves a common understanding with the following five principles.

1. the parties are interdependent
2. solutions emerge by dealing with differences constructively
3. joint ownership of decisions
4. collective responsibility for the future direction of the problem domain by parties
5. collaboration is an emergent process.

Barron suggests that the basic problem that impedes collaboration is the feeling among the EAP teachers that the problem domain is dominated by the content teachers and the

EAP teachers occupy a subordinate position, which is not a healthy situation for collaboration.

Barron concludes that sometimes collaboration fails because of the difference in philosophical background between sciences, which are more realistic, and the EAP programs, which are functionalistic in nature. To reconcile the two positions, he suggested what he calls "constructionism". As "it offers a good possibility for collaboration at both disciplinary and intellectual levels because it relies on reciprocity." (pg. 312)

Short (1993) addresses the issue of assessment in integrated classes and provides a framework for organizing assessment objectives. She blamed the bilingual education programs in which ESL students are allowed to join the mainstream classes, before they have the academic language skills needed to master the demands of the regular classroom. She accepts the integration of language and content objectives in lesson plans as an alternative saying that " they have implemented and accepted by a wide range of teachers and administrators as one solution to the dilemma of how to teach English to linguistically and culturally diverse students while preparing them for grade-level curricula" (pg. 628).

Short (1993) supports Snow and Brinton (1988) that content-based language instruction needs a close collaboration between language teachers and their content-area colleagues "to plan instruction that complements and/or reinforce instruction occurring in the regular content course". (pg. 629)

Short (1993) identifies two barriers needed to be crossed in order to improve educational practice for language minority students; the first is how to teach academic content, and the second is how to assess students' comprehension of subject matter and students language skills development.

Regarding the issue of assessment, which constitutes her main concern, Short (1993) admits that because language and content are very much mixed together, it is difficult to isolate one feature from the other in the assessment process. For this reason, she dedicated the rest of her article to address the issue of assessment by providing a framework for teachers to use as they measure students content mastery and language skills.

Short (1993), considers two recommendations to help practitioners cope with the assessment problem in content-based programs. First, the objectives should be defined before designing or choosing any instructional procedure, ranging from lesson plans to exams. Second, teachers should adopt a flexible method of assessment that does not evaluate students in one exam session. She believes that the successful implementation of the alternative framework that she suggests requires the following three factors.

1. Students be given frequent opportunities to demonstrate the growth of their knowledge base.
2. Assessment tools be varied to meet individual learning styles, needs, and current skill levels.
3. Students be made aware of the assessment objectives in advance.

The matrix suggested to assess students assumes that the objective of an integrated language and content course could be divided into the following categories: problem solving, content-area skills, concept comprehension, language use, communication skills, individual behavior, group behavior, and attitude. Short (1993:635) suggested the following alternative measures to assess these areas. This include, skills checklists and reading/writing inventories, anecdotal records and teacher observations, students self-evaluation, portfolios, performance-based tasks, essay writing, oral reports and interviews.

Short (1993) provides an explanation for each of the skills assessed, and the advantage and disadvantage of each of the measure suggested. She then demonstrates the use of the matrix by describing some activities that might occur in several cells. She defends these assessment tools claiming that they "allow for oral, written pictorial, and physical demonstration of knowledge on the part of the students. They also balance control and responsibility for assessment outcome between teachers and students" (pg. 651)

The single weakness that Short (1993) cited in her framework is that it involves a time-consuming process. She asserts that "in the setting up and implementation of matrix, teachers have to plan ahead and delineate their assessment objective as they teach " (pg. 651).

Yogan and Kaylani (1996) reported an ESP program design intended for mixed level students. They suggested three purposes of their article. First, to alert program developers to certain issues related to the design of a short-term ESP program. Second, to discuss the implementation of their instructional design. And finally, to make some suggestions for implementing, assessing and revising such programs.

First, they provide a theoretical background for their design. They indicated that several theories of language learning support the notion of content-based instruction that lies at the center of ESP programs. They claim that one major reason that makes the content a meaningful input to students, is the fact that "the subject is self-selected by the student to meet a pragmatic need usually related to employment or study." (pg. 312). For them, this satisfies Krashen's (1981, 1982) notion of meaningful understandable input. They also cited the two types of language proficiency proposed by Cummins (1984). The first is a proficiency known as basic interpersonal communications skills, which is informal, and the second type is known as cognitive academic language proficiency which is required in an academic environment. This second type has been influential in the ESP program designs.



As for the question of ESP as a choice, they admit that " a certain amount of teaching through content-area materials would serve an important support function and also have considerable face validity" (pg. 314). However, they found that doing ESP is not that easy. They pointed out some barriers that hinder such programs. They include doing a timely and comprehensive needs analysis and the difficulty of communication between content-area and language teachers during planning and implementation.

The program discussed by Yogan and Kaylani (1996), was intended to supplement and enhance the English and Business studies course for the subjects of the study. The proficiency range of their subjects runs from beginners to intermediate. They were offered five skill-based classes using texts based on business themes.

Raphan and Moser (1994) reported linking an ESL with an Art History content course as response to students and lectures' frustration with the outcome of the previous situation where these two areas were not linked together.

First they started with the need assessment, by assessing students' difficulties in the art history course through class observations. They were impressed by the many variables from one section to another, in terms of format, language, connections, emphasis, textbooks and exams. In addition to observations, they administered two questionnaires one to students and the other to art history instructors. The survey found that instructors who usually became aware of ESL students in their sections after examinations revealed that students had trouble understanding the wording of question. Only then they realized that they needed to change the way they teach in class.

Based on the results obtained from the observations and the questionnaires, Raphan and Moser (1994) started to design a bridge course to link upper level ESL reading courses to the art history course. They stated that " reading, rather than writing courses would provide a better format for the bridge approach because reading instructors have greater leeway in their choice of theme and materials" (pg. 18). As for the course materials,

they report compiling a packet of art history-related reading materials from various genres. They claim that these materials supplement but in no way replicate what the art history instructors were teaching. In addition to that they used a standard ESL reading comprehension book to help them work on more general reading skills.

They pointed out that, in planning a content-based approach, instructors must realize that "subject matter will dictate the choice of language skills activities." (pg. 19). Thus they recommended that ESL instructors should consult with content staff to assess the specific language skills needed in that discipline. As for vocabulary, Raphan and Moser said that they used tradition ESL fashion for presenting vocabulary. In that fashion, students were encouraged to read holistically for general understanding of the text, then to abstract the main idea and distinguish it from the supporting details. Then students would be asked to go through the text for the second time to underline unfamiliar words. They urge students to rely less and less on their dictionaries and to opt, instead, for using the context to guess the meaning of new words.

As part of the content-based approach they have adopted, Raphan and Moser (1994) suggested ways in which instructors can introduce academic learning strategies. These strategies include theme-based instruction, group work, share inquiry and synthesis.

They also reported that the survey they conducted at the end of the program showed that students were very positive about the benefits of the program. The two writers concluded that " what all instructors engaged in bridge classes must share, is creativity and flexibility in selecting, designing and adapting materials. The willingness to communicate and work with content-area faculty is also essential to the content-based approach language teaching." (pg. 21)

#### 4.8 THE PLACE OF READING IN EAP COURSE DESIGN

Shih (1992) provided a very useful account of a type of English program at tertiary level. Her article urges EAP programs to devise "more holistic, task- and text-specific, strategy-oriented approaches for reading instruction."(pg.289)

First, she questions the usefulness of a discrete-skills approach for equipping students who are beyond the beginning level of language proficiency, to meet the demand of real content classes. She justifies her point by saying that "In academic content classes, students must not only comprehend texts, but over long term, critically react to the content, recall main points and details when tested, and synthesize information" (pg.290)

She feels that ESL students experience a large leap in moving from relatively short varied readings of ESL classes to the complex discourse they must manage in their content classes. She suggests that EAP reading instruction should assist ESL students to make this transition, recommending that reading materials and tasks should resemble materials and tasks students face in academic content classes.

Shih (1992) sees that one solution to this problem is for EAP programs to shift from a skills-based approach to a content-based approach. She defended the content-based curricula saying that they "have led to the use of more conceptually challenging texts and have given ESL students practice with extended, integrated, listening, speaking, reading and writing tasks relevant to academic learning" (pg. 291).

She claims that successful readers use a number of comprehension strategies that are considered the foundation for successful construction of meaning. According to her, this involves three types of knowledge. Conceptual knowledge, as academic content reading might be difficult because so much of the content of the text is new and unfamiliar,

Text-structure knowledge that helps a reader to see relations between ideas, including hierarchical relationships between main ideas and details. And knowledge about text-processing strategies which include their repertoire of cognitive strategies for processing text as well as metacognitive strategies to monitor this processing. She describes the secret of successful reading as stemming from the fact that successful readers are more aware of purposes of their reading and adjust their reading process accordingly.

Shih (1992) identifies several kinds of metacognitive knowledge that make study effective. This includes knowledge of the criterion task, knowledge of how best to process the text for learning; and self-knowledge about whether and to what extent one has learned the material. She recommends that "instructors should provide cognitive training awareness informing students what the study is and why, when, where and how they might use it". (pg. 292) She also recommends that EAP classes should build ESL students' metacognitive knowledge in four areas that include: (a) criterion tasks, (b) basic structure of academic texts, (c) personal strength and weaknesses ; and a range of tasks-specific strategies for learning from text.

In the light of what she presented above about comprehension and study strategies, Shih (1992:294) made a number of useful recommendations for EAP programs concerning reading materials, criterion tasks, and the teaching of reading-to-learn strategies.

As for selecting and sequencing of reading materials she made the following suggestions.

1. Select independent, whole text (complete article, entire chapters) rather than text excerpts whenever possible.
2. The adoption of an extended reading on a single topic (narrow reading or reading-in-depth) rather than resorting to short and varied selections.

3. Reading selections should present substantial new information, on topics appropriate to students' ages, educational level and interest.
4. Materials should lend themselves to the particular criterion tasks that students need to develop strategies to handle.
5. Choose texts that exhibit discourse patterns and devices that students need to recognize.

Regarding the criterion tasks required in reading classes, she suggested the following:

1. Reading assignments in EAP classes should be guided by criterion tasks like the tasks students are assigned in content classes, rather than by a focus on reading skills.
2. students need to learn and practice strategies for task analysis and analyzing steps needed to complete the task successfully.
3. Students should develop a habit of using their knowledge of task demands to set reading and study goals and to monitor their reading and studying process accordingly.

With regard to strategies that aid comprehension and learning from text, Shih (1992) recognizes the benefit of direct and sequential teaching of strategies. The suggested three phases for such instruction. The first phase consists of direct explanation and modeling in which the teacher explains the strategy. During the second phase, guided practice, students take more responsibility as they move toward greater control of the strategy. The last stage of the instructional sequence is independent application in which students are asked to apply the strategies to whole texts, on their own.

Shih (1992) then outlines examples of student-initiated strategies that can be taught and practiced in EAP classes. This includes strategies that are involved in pre-reading, during reading and after reading. She advises that learning-from text strategies should be practiced regularly so that student would internalize them. She tries to draw a link between teaching these strategies and the content-based approach that she advocates, saying that " students taught with a content-based, strategy-oriented approach show

increased metacognitive control over their reading and study process and later use these strategies in academic content classes" (pg. 310)

Carrell and Carson (1997) argue for the need for both intensive and extensive reading in an EAP reading curriculum. They further argue that a principled curricular to combining both is through Task-Based Language Teaching. In the first part of their paper, they recognize the important role played by various strategies in successful and unsuccessful second language learning, and specially in second language reading, for that reason they call for strategy training. They advocate the direct teaching of reading strategies that students need for successful interaction with academic texts, through intensive reading in an EAP setting. In the second part, they present the case of learning to read by adopting extensive reading in EAP context. According to them, extensive reading "involves rapid reading of large quantities of material or longer readings for general understanding, with the focus generally on meaning of what is being read than on the language." (pg. 50). In extensive reading more focus is put on reading for the sake of reading without focusing on mastering a particular linguistic structure, strategy or skill. In the third part of their paper, Carrell and Carson (1997) called for combining both intensive and extensive reading as part of a curricular approach. They claim that the development of the Content-Based Instruction has come as a response to the needs of EAP readers for both intensive and extensive reading. They think that the Content-based approach is not widely used in higher education because it is problematic in various ways. First, evaluation criteria for content selection are a problem for EAP courses. Second, content mastery as a primary course objective in Content-Based Instruction courses poses a face validity problem for EAP classes. And finally, Content-Based Instruction lacks a focus for EAP program, because they are based on the notion that language learning will emerge from focus on learning content.

Despite the problems mentioned above, Carrell and Carson (1997) admit that EAP readers must develop the strategies and tactic necessary for coping with the demands of academic reading. As a solution to this dilemma, they suggested the development of a task-based curriculum as a principled way for integrating intensive reading and strategy instruction with appropriate extensive reading at university settings. They clarified the difference between the two approaches by saying that, " Task-based Language Teaching (TBLT), like Content-Based Instruction (CBI), is based on the idea that communicative purposes are essential in real language learning. However, unlike CBI, the curriculum organizing principle for TBLT is task, not content." (pg. 54). The rationale given here for adopting the TBLT is that language acquisition occurs when the learner is focused on the completion of a task rather on the language used in the process.

#### **4.9 EVALUATION OF LANGUAGE PROGRAMS**

Evaluation is an important stage of the growth and development of language programs. It helps to highlight the weaknesses and strengths of programs and make it easy for concerned administrators or funding agencies to see the worth of a program. As Lynch (1996) defines it, evaluation is "the systematic attempt to gather information in order to make judgements or decisions " (pg. 2), such decisions could either be the termination or retention and improvement of the program.

Evaluation stage is normally preceded with other stages of program development such as program design and program implementation. Hargreaves (1989) points to one problem about the relationship between these three stages. He was not satisfied with the fact that these three aspects are frequently treated as linear and discrete. Instead he suggested that evaluators should move towards a cyclical, integrated view of these three aspects of program.

Program evaluators distinguish between two types of evaluation: summative and formative evaluation. Summative evaluation is more concerned with the outcome or product of the program, it is carried out at the completion of the program in order to measure how effective it was attaining to its goal. As Richards (1990) states, summative evaluation may be used "to support decisions about the continuation or modification of the program" (pg. 17). Summative evaluation uses the criterion-referenced or other achievement tests. Sometimes tests are conducted prior to the initiation of the program (pretests) and their results are compared to tests that are conducted after the completion of the program (posttests), to see if there is any improvement in the performance of students, and hence judge the effectiveness of the program.

Formative evaluation, on the other hand, is concerned with evaluating language programs in progress. It looks at processes of program development rather than at the outcome of programs. The purpose for conducting a formative evaluation is to suggest ways for improving a program and not making decision about its continuation as in the case of summative evaluation. According to Richards (1990) formative evaluation addresses "the efficiency and acceptability of the program, and frequently involves subjective and informal data" (pg. 18). Formative is not only concerned with whether the program meets its objectives, but looks into the appropriateness of those objectives themselves. It also looks into the degree of preparation of teachers and their competence in classroom, and the usefulness of the syllabus, text and materials. It also addresses learners' attitude towards the program.

Long (1984) suggested at least three areas in which summative evaluation is different from formative evaluation. They differ in term of focus, timing and purpose. The focus of formative evaluation is believed to be on factors such as teachers and students attitude towards a program or the effectiveness of a new instructional material, while in



summative evaluation the focus is on measuring students achievement in the same way that product evaluations do. As for timing, formative evaluation was found to assess the strengths and weaknesses of new program as it is developed and implemented. Summative evaluations, on the other hand, are carried out after the completion of the program. As for the purpose of evaluation, formative evaluators gather information with the purpose of modifying and improving an existing program while implemented. But information gathered from summative evaluation is usually used to determine whether or not the program should be continued.

Another approach to evaluation distinguishes between product evaluation and process evaluation. Product evaluation, like summative evaluation, focuses on what a program produces in term of students learning. Long (1984) criticizes product evaluation for the fact that it "cannot distinguish among the many possible explanations for the results they obtain because they focus on the product of a program while ignoring the process by which that product came about" (pg. 413). He believes that product evaluations is essential, but alone are not sufficient. He suggests combining it with another type of evaluation called process evaluation. He defines process evaluation as " the systematic observation of classroom behavior with reference to the theory of language development which underlies the program being evaluated. (pg. 415).

Product and process evaluation might look similar to summative and formative evaluation at first. However, Long (1984) identified some difference between these two sets. Although summative evaluation might look synonymous to product evaluation, long found that they differ in two areas: scope and content. Summative evaluation is described as broader in scope as it covers areas such as attitudes and cost in addition to students achievement, while product evaluation is confined to evaluating students achievement only. As for content, summative evaluation often do not address language

development issues at all, while language attainment is a product evaluation of primary focus.

Formative evaluation on the other hand, seems similar to process evaluation, however, Long (1984) identified four areas in which they differ, this includes focus, theoretical motivation, timing and purpose. In terms of focus, formative evaluation depends on many data gathering techniques, which include classroom observation, while process evaluation uses classroom observation as its essence. The types of evaluation differ on timing in that, formative evaluation occurs during the development and implementation of phase of a new program, while process evaluation is carried out on established programs. Regarding the purpose of evaluation, formative is carried out to determine whether a new curriculum is taking the shape it was supposed to take, while the main function of process evaluation is to provide explanation for the findings of product evaluation.

Long calls for a complementary role for all types of evaluation. He concluded by saying that, "using process and product evaluations in combination, one can then determine not only whether a program really works, or works better, but if so, why, and if not, why not" (pg. 422)

Jacobson (1982:285) described what she saw as the lack of "valid and convincing program evaluation information" for foreign language teaching programs. While recognizing summative evaluation as the most powerful and convincing type of evaluation, she also argues for evaluation that would examine the process of language teaching programs. To accomplish this, she suggested the use of other approaches to evaluation, such as need assessment, implementation evaluation and formative evaluation. Needs assessment is evaluation designed to examine the match between what is desired for the language program versus the actual state of the program. Implementation evaluation is designed to look at the match between the original, stated

plan for the program and its actual state. As mentioned above, formative evaluation, the companion of summative evaluation, looks at the program, as it is developing in order to make suggestions for improvement. In all these cases the concern is for what is happening inside the program, rather than as exclusive focus on program outcomes. This concern seems to lead evaluators to explore the use of naturalistic methods.

Long (1984) criticized the positivistic, experimental approach to program evaluation for its sole focus on product or outcome rather than also attending to process of how the program was being carried out. His argument was that, without a description and clear understanding of the process, there would be many plausible explanations for the outcomes of product evaluation.

Beretta (1986) renewed Long's (1984) call for the inclusion of systematic attempts to describe program process as an integral part of the evaluation of language teaching programs. He characterized program evaluation as applied research and cautioned against relying on the methods of basic research. It was suggested that language-teaching programs should be evaluated using information gathered from multiple perspectives via such techniques as historical narratives, focused interviews, and systematic observations.

A move in the direction of investigating program process began to surface during the 1980s. Guthrie (1982) investigated a language maintenance program in California using an ethnographic approach in which she observed the classroom and talked with students, teachers, administrators, and interested people from the community. She then used notes from her observations and interviews along with program documentation to analyze and interpret the program as a whole. This approach falls within the naturalistic perspective.

Ullman and Geva (1985) reported an evaluation of a core French program, which was conducted in 1983 in Ontario, Canada. These evaluators broke away from the

summative, product-oriented tradition and argued for the use of what they call "the broad formative" approach. By this they mean that the program is assumed to be developing and that factors such as the documents on which the program's curriculum is based and the types of teaching strategies actually being used in the classroom are examined as a part of the evaluation. The results of their evaluation described the nature of materials and activities used, overall language skill focus and teacher and students involvement in the classroom. Their findings indicated that the core French classes tended to focus on grammatical forms, to be teacher-centered with little student involvement and to have content that is unrelated to other school subject content areas. In their investigations, the authors gave a central place to a naturalistic process that looks at what happens inside the program.

However, the positivistic, product-oriented approach also continued as the basis for many evaluation designs. Henning (1982) reported on an evaluation of an English as a foreign language teaching program in Egypt. The focus of the report was on a particular evaluation method called growth-referenced evaluation. This method attempted to evaluate language-teaching programs in terms of the comparative rate of growth on the part of the students. The approach was correlational in nature and resulted in information concerning specific program strengths and weaknesses. Although the concerns of this approach could be seen as formative in addition to summative, the focus was still on product or students outcomes.

Beretta and Davies (1985) reported on an evaluation of the Bangalore /Madras Communicational Teaching Project in India. Their evaluation, like Henning's, maintained the large-scale, product-oriented approach. Students of the Project were compared to students receiving structural instruction. The two groups were compared on three types of achievement tests. The type of evaluation conducted was summative

in nature as no systematic effort was made to evaluate what was actually taking place inside the classroom.

Alderson and Scott (1992) designed an evaluation for a program in Brazil. They formulated a participatory model of program evaluation that included people from all levels of the program in the active planning and execution of the evaluation. Their role as outside experts was to provide recommendations and feedback on the evaluation's design and data gathering instruments and to offer comments on the interpretation of the evaluation results. In contrast to some of the evaluation designs mentioned above, this evaluation relied primarily on naturalistic evaluation. They used qualitative data that came from questionnaires, interviews, and reports on class discussions, although they seem to prefer to use a combination of qualitative and quantitative data.

In the late 1980s, Lightbown and Halter (1989) conducted a three-year study of ESL learning in four school districts of New Brunswick, Canada. Like Beretta and Davies, their evaluation was a comparison of an experimental program with a traditional program, using posttest scores as the measure of program effect. They compared the two programs using tests measuring the skills and content taught in the experimental program, and tests that were judged to be neutral in terms of skills and content. The authors concluded that there were few significant differences between the two programs on the posttest measures. Where they were significant, the differences favored the program group whose skills and content were being tested. Although their central concerns were with student achievements, or product, the authors recognized the need for an examination of classroom process. This makes their research to have elements of both the positivistic and the naturalistic perspectives.

This combination of positivistic and naturalistic approaches in the field of experimental setting was also utilized by Lynch (1992) to investigate both the product and process in the evaluation of the Reading English for Science and Technology project at the

University of Guadalajara in Mexico. To investigate program product, he used a control group design. Project students' performance on a variety of post-tests was compared to the performance of a group of students in another major of the same faculty who did not receive EFL instruction. It was found that the project group outperformed the control group.

To investigate the process of the program, Lynch (1992) used a naturalistic approach. The data in this case were students and teachers interview transcripts, classroom observation notes, and the program documentation and correspondence. After analyzing this data Lynch (1992) found that the program was not totally successful because of the mismatch between the design of the program and the expectations of the students. Several areas in the syllabus were identified for change. Thus it could be said that this evaluation was both summative and formative, combining both positivistic and naturalistic approaches.

In the same manner, Brown (1989) described the framework used in an ongoing evaluation of the University of Hawaii's ESL Program. The purpose of Brown's paper was to examine the program evaluation literature in educational psychology with a view to see which one approach is the most applicable to solving the problems of program evaluation. He compared various definitions of program evaluation and came out with his own definition which describes program evaluation as, "the systematic collection and analysis of all relevant information necessary to promote the improvement of curriculum, and assess its effectiveness and efficiency as well as the participants' attitude within the context of the particular institutions involved" (pg. 223). He also discussed historical trends to program evaluation with a focus on the product-oriented, static characteristics, process-oriented and decision facilitation approaches which have developed over the past forty years in educational psychology.

Brown (1989) presents three dimensions, which he considers dominant in the literature of program evaluation. This includes formative vs. summative evaluation, product vs process evaluation and qualitative vs. quantitative evaluation. He then provided a list of twenty-four different data-collection procedures, which are available to language program evaluator. These procedures are classified into six different categories. At the end of his discussion Brown (1989) provides a model "which functions as an integral part of the overall process of language curriculum development and maintenance" (pg. 222).

In this model, the extreme version of summative evaluation was rejected here in favor of a combined summative-formative approach.

Lynch (1990) blames applied linguistic literature on program evaluation such as the ones mentioned above, for failing to come out with a generalized evaluation model that addresses the full range of concerns of language teaching programs. His article outlines a model for program evaluation called the *Context-Adaptive Model*, which he describes as "able to adapt to a variety of, if not all, settings" (pg. 23). He believes that the distinguishing feature of this model is his flexibility in responding to a range of constraints that program evaluations encounter. The suggested model has a series of seven steps:

1. Establish the audience and goal for the evaluation
2. Develop a context inventory
3. Develop a preliminary thematic framework
4. Develop a data collection design or system
5. Collect the data and revise step 3 and 4.
6. Analyze the data and revise steps 3 and 4
7. Formulate the evaluation report. (Lynch 1990:24)

Each of these steps has been thoroughly elaborated by Lynch, who believes that his model can be further refined through its application in a variety of language-teaching contexts.

Lynch (1996) provides a profound discussion of program evaluation. His arguments are basically based on his (1990) *Model of Adaptive Context*. First, he highlights the steps of evaluation in an adaptive model. Then, he outlines the differences between the competing research paradigms in program evaluation, which is known as qualitative and quantitative debate. At this juncture, he argues for the use of both what he refers to as positivistic and naturalistic paradigms. He also presents a history of language education program evaluation from 1960 to present. The central focus of his presentation is the shift from quantitative, positivistic studies that looks only at end-of-program achievements to ones that includes an investigation of program process using qualitative, naturalistic methods.

Then he discusses the issue of validity from both positivistic and naturalistic perspectives, and explains the various models or research designs for evaluation within the positivistic paradigm. He contrasts true experiments with quasi-experimental design, and discuss the issues of control groups, selection and measurement.

Regarding the different models for carrying out program evaluation within the naturalistic paradigm, Lynch presents various examples of how certain metaphors for evaluation might be defined in language teaching contexts. He also presents various techniques for collecting and analyzing quantitative data, focusing more on qualitative data-gathering techniques. Here he focuses on observations and interviewing as main methods of data collection in addition to other qualitative methods such as questionnaires. In a reconciliatory move, he encourages program evaluation models that combine features of the positivistic and naturalistic approaches. Various ways of mixing qualitative and qualitative data analytical techniques and designs were discussed.



Finally, Lynch provides a summary of the theoretical and practical issues presented in the preceding discussions, and reviews the potential role for program evaluation in applied linguistics research.

This study follows a naturalistic, formative approach to evaluate the English program at the University of Khartoum. The evaluation looks at the processes involved in the development of the program and is interested more in improving the situation by suggesting some fundamental modifications to its syllabus and materials. The data gathered for analysis is mostly qualitative collected using procedures such as questionnaire, interviews and documents analysis.

#### **4.10 ATTITUDE AND MOTIVATION IN SECOND LANGUAGE LEARNING**

Attitude and motivation are two very important factors of second language learning. They have been the center of a number of research studies since the 1950s. Gardner and Lambert (1959) investigates the role of attitudes and motivation in the achievement of English speaking high school students studying French in Montreal, Canada. They hypothesized that the second language learners' attitude toward a linguistic community will affect their achievement and success in learning that community's language. The researchers used four attitudinal and motivational instruments: general information, orientation index, motivational intensity and attitude scales. Gardner and Lambert (1959) concludes that positive attitudes toward members of the French speaking community were found to relate to the integrative motivation.

Gardner and Lambert (1972) is one of the main sources on field attitudes and motivation. According to them, the learner's motivation to learn a new language is determined by his attitudes towards the other culture/ethnic group and by his orientation towards learning that language.

Gardner and Lambert (1972) suggest that both instrumental and integrative orientations affect language learning and motivation. The orientation is integrative when the student

has a genuine interest in a specific cultural community and the intention of eventually being accepted into that group. Included are the appropriate behaviors that accompany acceptance into that language community. Instrumental orientation is characterized by the utility of the language and the potential to gain economic advantages and/or an increase social position through acquisition of that language.

Gardner (1985) believes that orientation is not the same thing as motivation, it represents reasons for studying the language. We speak about an integrative orientation when the learner studies a language because of a wish to identify with the culture of speakers of that language. An instrumental orientation includes factors connected with motivation arising from external goals such as rewards, exams, etc.

Gardner states that languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behaviour patterns which are characteristic of another community. (Gardner, 1985:146). He created his socio-educational model of language learning which includes the learners' cultural beliefs, their attitudes to the learning situation, their integrativeness and their motivation. Gardner stresses that the primary factor in the model is motivation and defines it as referring to a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. Attitude to the learning situation and integrativeness can influence these attributes.

In summarizing the literature on the role of attitudes and motivation in second language acquisition, Gardner (1985) argues that much of the research showed that differences in motivation were related to differences in attitudes toward other language groups (integrativeness) and/or toward the learning situation. Moreover, he argued that differences in motivation, not attitudes, were responsible for differences in achievement.

Gardner claims that motivation is a dynamic process where many other variables play a part, and that this model can accommodate broader views. Gardner's socio-educational model has been very influential in the theory of motivation in foreign and second language learning.

Although scholars of language motivation have suggested that integration orientation may be more important in successful second language acquisition than is instrumental orientation (Gardner, 1985; Gardner & Lambert, 1972), Coady (2001) emphasize the role of instrumental orientation and indicated that there was little need for his subjects to use the language either in school, in the broader society, or for future job opportunities. His finding supports those of Lukmani (1973) who appreciates of the role of instrumental orientation. One of her findings was that there is a significant correlation between achievement and instrumental motivation.

Dornyei (1990) goes on the same line justifying that instrumental motivation for foreign language learners is more important than integrative motivation, because foreign language learners rarely have clearly articulated attitudes toward the foreign language community and they have less exposure to and experience with the target language community. He also criticized the socio-educational model developed by Gardner and his colleagues for focusing so much on integrative motivation as the most important type of second language learning orientation.

Nowadays, educators called for a broadening the research base to incorporate cognitive approaches to motivation in education. Dornyei (1994) proposes a model that consists of three levels:

1. **The language level** contains such aspects of the second language as culture and the community, and the usefulness of the language. They influence learners' goals and choices.

2. **The learner level** involves individual characteristics that the learner puts to the learning task.
3. **The situation level** includes elements related to the course, the teacher and the group dynamics.

From a cognitive view, choice is the central part of motivation, why people decide to act in certain ways and what factors influence the choices they make. But this view fails to take account of the influence of affective factors, or of social and contextual influences. The following definition of motivation, which is basically cognitive, fits within a social constructivist framework.

## CONCLUSION

This chapter reviews the related literature in the fields related to the issues under study in this research. It reviewed articles and research studies that address the history of English language in Sudan and the Arabicization Policy at the school level and how that affects the levels of English at the tertiary level. Studies that survey the attitudes of students and teachers toward the use of Arabic as a medium were also covered. The chapter also touched on the response by Arab Universities to the challenge of the role of English under Arabicization. The literature on the content-based instruction in language teaching has been reviewed coupled with a review for literature on the design of reading programs. These two areas were meant to aid in shaping the recommended English Program. The chapter ended with two sections on program evaluation and the role of attitude and motivation in language learning.